

Inspection date	20/03/2013
Previous inspection date	10/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Observations and assessments of children are precise and clearly identify where they are in relation to the early learning goals. Their next steps in learning are clearly identified and well supported by a team of qualified professionals, who have a secure understanding of how children learn. As a result, children make outstanding progress in their learning.
- The childminder and her assistants are highly skilled when interacting with children and use extremely effective techniques to support children during their play. As a result, children extend their thinking skills and use high levels of rich communication and language.
- Children are safeguarded exceedingly well as the childminder and her assistants ensure that rigorous checks are made on a daily basis to ensure that children are kept safe. They have an excellent understanding of the detailed and robust policies and procedures of the setting and implement these extremely well. As a result, children's well-being and safety are highly prioritised.
- Leadership is inspirational and the childminder and her assistants are highly committed to evaluating the setting on a regular basis. They are motivated in making improvements which will have a positive impact on children. This ensures that children are part of an exceptionally high quality setting.
- Partnerships with parents are first class. The childminder and her assistants expertly use a range of ways to involve parents with their children's learning at every possible stage. Therefore, a shared approach to children's learning is fully embraced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the childminders home and the outdoor environment and was introduced to the childminders two assistants.
- The inspector observed children during their play and at lunchtime during the inspection.
The inspector looked at a range of documentation relating to the setting, children and staff. These included, suitability checks, policies and procedures, children's learning files and self-evaluation documents.
- The inspector held discussions with the children, the childminder and her assistants.
- The inspector took account of the views and comments received from parents on the day of inspection.

Inspector

Charlotte Bowe

Full Report

Information about the setting

The childminder was registered in 1988 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Carlisle. The whole of the childminder's home is used for childminding, with the exception of the utility area. There is a fully enclosed rear garden for children to play outdoors.

The childminder has two assistants who work closely with her. They hold appropriate early years qualifications at level 3 and the childminder has gained a qualification at level 4. The childminder supports children with special educational needs and English as an additional language. The childminder provides funded early education for two-, three- and four-year-olds. She attends many local toddler groups and visits the nearby park, soft play centres and the tarn on a regular basis. She drops off and collects children from the local schools and pre-schools.

There are currently 19 children on roll, nine of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- compliment the information in children's daily diaries by enhancing the menus made available to all parents and record what vegetables accompany the meals that children receive throughout the day.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make outstanding progress towards the early learning goals as the observations and assessments of children are highly effective in identifying their next steps in learning. Short and 'significant' observations clearly link to the Early Years Foundation Stage and highlight their future next steps in learning. For example, following an interest that children show when watching a remote control helicopter, the childminder planned a trip to the aviation museum so that children were able to further develop their knowledge and skills and gain first hand experiences of sitting in a plane, looking at all of the controls. This ensures that children's individual interests are taken into account when planning activities, and therefore, children have their needs extremely well-met. Assessments of children are highly effective in identifying where children are in their learning and the

childminder and her assistants use this information extremely effectively to ensure that children are well-supported in their future development. For example, the childminder and her assistants identify that children require support in using scissors. They plan a range of activities to support children in achieving this and as a result, children develop their cutting skills within a short period of time. This all ensures that children's individual needs are exceedingly well-met and that the childminder and her assistants have high expectations of children and guide their capabilities extremely well.

The childminder and her assistants promote children's learning across the prime and specific areas of learning highly effectively through a wide range of high quality activities and resources. For example, children develop their awareness of numbers and counting as they sing a range of number rhymes and count objects in stories. They develop an awareness of other cultures as they take part in Independence Day and meet with children's relations from America. They develop their literacy skills as they talk about the initial sounds and letters of their names. Children are well motivated and eager to learn and are well supported by the childminder and her assistants who engage with children highly effectively during activities. For example, as children play with a range of sensory resources, children are asked to predict what colour the light will change to next. Children watch the sequence carefully and respond by saying the correct colour. To further extend children's thinking and language skills, the childminder asks children what the colours represent and gives an example of 'red being hot' for children to follow. Children then extend this by saying that blue is a 'snowy' colour. These teaching methods ensure that children develop exceptionally well across all seven areas, show characteristics of effective learning in all aspects of their play and development and are well prepared for their next stages in learning and for their transition to school.

Children with English as an additional language are supported exceptionally well as the childminder takes children to local toddler groups, where the majority of communication is in their home language. The childminder has developed excellent relationships with the parents at the group and regularly seeks support from them in order to further support children in her care. For example, the childminder sources simple words and phrases and uses these within the setting to support children learning English as an additional language. As a result, children develop their speech and language skills and make extremely good progress, given their starting points.

Partnerships with parents are superb and the childminder and her assistants work extremely hard to ensure that a shared approach to children's learning is achieved every step of the way through a range of diverse and dynamic ways. Parents regularly take children's learning files home to look at. They contribute by writing comments and by carrying out observations of their children at home, complimenting their next steps in learning within the setting. Regular parental discussions are recorded and followed up immediately and daily diaries ensure that parents are fully aware of the activities that their children have been involved in during the day. This ensures that a shared learning approach is fully embedded and is highly effective in ensuring that children make excellent all-round progress.

The contribution of the early years provision to the well-being of children

Children are extremely happy in a welcoming and 'homely' environment. Relationships are exceptionally strong and the childminder and her assistants demonstrate they clearly know children's individual routines very well as they seek information from parents on a daily basis. They are sensitive to children's needs and are extremely skilled in identifying when children need to be comforted. For example, when children return to the setting following a break, the childminder ensures that she is close by, talking sensitively and supporting children to feel reassured. As a result, children settle back in very quickly and feel exceptionally secure with adults whom they can trust.

Children's physical well-being is highly promoted through a range of well-planned activities, such as chasing bubbles when outdoors and walks around the nearby tarn. This ensures that children benefit from regular physical exercise. Children develop their self-care skills as they wash their own hands and faces before and after lunch and sing a song about germs. Healthy eating practices are highly promoted as a range of fresh fruit is available for children to access for snack, and lunches are balanced and nutritious. As a result, children fully adopt healthy lifestyles. However, there is scope to enhance the information made available to all parents on the menu, to contain the vegetables that accompany the daily meals, so that they are fully aware.

Children are kept exceedingly safe within the setting as the childminder and her assistants ensure that rigorous checks of the indoor and outdoor environments are conducted on a daily basis. Policies and procedures are exceptionally well written and the childminder and her assistants are highly skilled in implementing these effectively to ensure children's welfare and safety. Children are supported in developing their own awareness of safety as regular fire drills are conducted.

Children have access to an extremely vibrant and relaxed environment in which they become independent learners. For example, children choose the resources that they wish to play with through the use of an effective 'resources book' that the childminder has in place. They relax with jigsaws and books in the lounge and access creative materials within the kitchen area. A wealth of pictures and text is in and around the play environments and children's work is highly valued as the childminder displays this around the rooms. Therefore, children develop a sense of pride in their own achievements.

Children clearly know the boundaries of the setting and behave extremely well as the childminder and her assistants role model positive behaviour exceptionally well. For example, as children play with the camera, they encourage children to share and take turns. Children respond by spontaneously passing the camera to other children when they are finished with it. Children respect each other's space as they play with a range of sensory resources, moving into their own clear space to play. This ensures that children display high levels of positive behaviour and clearly know the rules of the setting.

The effectiveness of the leadership and management of the early years provision

The childminder and her assistants are extremely confident as they demonstrate their expertise in promoting and supporting children's learning. They have an excellent understanding of the Early Years Foundation Stage. They implement this highly effectively within the setting to ensure that all children make outstanding progress in their learning through a range of highly innovative, exciting and challenging activities. For example, children delight as they access the resources in the sensory suitcase, exploring the fibre optics and playing with the light tubes, sustaining involvement for long periods of time. The childminder and her assistants are committed to improving their already excellent skills as they access a range of regular training and apply this in practice as they nurture and support children to reach their full potential.

A range of rich and varied observations and rigorous assessments of children which clearly link to the Early Years Foundation Stage, evidences the excellent progress that children are making towards the early learning goals. Children's individual needs and interests are consistently taken into account through the wealth of information that is collected to determine children's next steps in learning. The childminder and her assistants are highly skilled in identifying when children require support and competently seek advice from other professionals in order to fully support children in their learning. For example, the childminder supports funded two-year-old children and works closely with the parents and local authority to support their individual needs.

The childminder and her team are truly inspirational as they are committed to drive the setting forwards, making positive improvements for children. Regular evaluations identify what the setting does well and what needs to be improved. Parents and children are fully involved in the evaluations of the setting through the effective daily communication and the parent and children's evaluation forms. The childminder is skilled in identifying individual staff strengths and uses this highly effectively to create a dynamic team who work exceptionally well together. Therefore, children are part of a high quality setting which constantly strives to improve.

The childminder fully understand her responsibilities with regards to safeguarding children and has an excellent understanding of the process to follow should she have a child protection concern. Daily risk assessments are clear and precise and ensure that children are kept safe. Policies and procedures are extremely well written and are fully understood and effectively implemented by both the childminder and her assistants. Robust recruitment procedures ensure that all staff are suitable and that relevant checks are consistently conducted to protect children from harm. As a result, children are extremely safe and secure and the safety and welfare of children is of paramount importance to the setting.

Partnerships with parents are exceptionally strong and the staff expertly involve them to ensure that a shared approach to children's learning is fully embedded. Parents report that they are extremely happy with the setting as children mix with all ages and are well supported in their all-round development, to ensure they are more than ready for school. Partnerships with other agencies are well-embedded and the childminder develops highly effective links with the local authority and other providers in her local area, to share ideas and thoughts.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	317096
Local authority	Cumbria
Inspection number	868404
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	19
Name of provider	
Date of previous inspection	10/12/2008
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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