

Inspection date	27/06/2013
Previous inspection date	20/03/2013

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

- Children make outstanding progress in their learning because the childminder completes rigorous observations and assessments of them as they play. The next steps in their learning are clearly identified and quickly supported through a range of dynamic, interesting and challenging activities that motivate children to learn. As a result, children make rapid progress towards the early learning goals.
- Children are extremely happy within the setting and feel secure because the childminder is exceptionally caring and kind. She works together with the family to ensure that children are settled through a supportive and robust induction procedure. As a result, children have their individual needs competently met.
- 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.
- Leadership is inspirational because the childminder is committed to evaluating her setting on a regular basis. She is motivated to make improvements which will have a positive impact on children and regularly updates her knowledge and skills. This ensures that children are part of an exceptionally high quality setting.
- Partnerships with parents are superb. The childminder and her assistants expertly use a range of highly innovative ways to fully involve parents with their children's learning at every possible opportunity. 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 all of the areas used for childminding, including the outdoor area.
- The inspector observed children during a range of activities throughout the inspection.
The inspector looked at a range of documentation relating to the setting and to staff. These included, suitability checks, policies and procedures, risk assessments and self-evaluation documents.
- The inspector looked at a range of documentation relating to children. These included, the planning, look, listen and note sheets, all about me forms, significant observations, progress checks and next steps information.
- The inspector held discussions with the children, the childminder and her assistants throughout the inspection.
- 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 adult daughter 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 on a regular basis. One holds an appropriate early years qualifications at level 3 and one holds a qualification at level 4. She also has four other registered assistants who work on a casual basis to cover holidays and emergencies. The childminder has gained an appropriate early years qualification at level 4. She supports children with English as an additional language and provides funded education for two-, three- and four-year-old children.

The childminder attends many local toddler groups. She 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 17 children on roll, 10 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is flexible to meet the needs of the parents.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance further the already exceptional opportunities for children to develop their independence skills, for example, by, encouraging children to hand out their plates and by helping to chop up their own fruit for snack on a daily basis.

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

Children make outstanding progress in their learning given their starting points. The 'All about me' document provided by the parents ensures that the childminder has a wealth of knowledge about what children can already do and the childminder uses this information

to support and skilfully shape their learning experiences within the setting. Observations and assessments of children are rigorous in identifying their next steps in learning. Snapshot and 'significant' observations are captured within the setting as children play and clearly link to the Development matters in the Early Years Foundation Stage. Parents are encouraged to regularly observe their children at home and share this information with the childminder so that their interests and learning can be identified and supported from every angle. Assessments of children clearly identify where children are in their learning and the childminder skilfully identifies and supports children's next steps in learning through a range of highly innovative ways. For example, the childminder identifies that children are gaining an awareness of how things happen as they collect the post from the letterbox, but quickly recognises that they are less aware of the process that the letters go through in order to get to this stage. She effectively shapes children's learning experiences to support this and plans for the children to talk to the postman as he drops off the letters. Children then create Father's Day cards within the setting and post them to their home addresses. They are thrilled when the cards arrive at their home and are eager to communicate this to the childminder when they arrive at the setting. As a result, children are actively involved in activities that interest them and provide them with exceptional depth and breadth in their learning.

The childminder has extremely high expectations of children and provides them with a wide range of rich and imaginative learning experiences to take part in which motivate them to learn. For example, they develop their awareness of the world as they communicate with extended family members over the internet and have opportunities to learn about their culture because the childminder organises for them to visit the children in the setting to talk about their country. Children develop their physical skills because the childminder actively encourages them to put on their own aprons before taking part in a creative activity. They confidently create recognisable models as they build with a purpose in mind using the bricks. Children acquire rich levels of communication because the childminder and her assistants skilfully interact with them as they play. For example, the childminder asks children to reflect on their recent holidays, asking questions about where they visited and encouraging them to find the country on the globe. She further extends their thinking skills as she talks about the weather and asks them about how they keep themselves safe in the sun. Children confidently talk about using sun cream and then link this to the theme of ice cream, explaining that they could not bring the childminder an ice cream home because it would melt. This all ensures that children make rapid progress 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 move on to school.

Children with English as an additional language are supported exceptionally well as the childminder takes the children to local toddler groups which predominantly speak in their home language. The childminder works extremely closely with the parents of children to ensure that their individual needs are effectively met. For example, the childminder sources simple words and phrases from them and communicates these within the setting to support the child. She enhances her setting by introducing additional books and resources to support them in their home language and culture. As a result, children are highly valued as unique individuals and rapidly develop their speech and language skills, given their starting points. All children within the setting have an excellent understanding

of diversity and difference because the childminder involves them with the visits to the toddler groups, has a wide range of resources and books to support children's knowledge and there are a wide range of positive images in and around children's play environments for them to observe on a daily basis.

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 at every opportunity using a range of highly innovative ways. For example, 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, complementing 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. An open door policy ensures that parents feel welcome to communicate with the childminder at any time. This ensures that parents are fully involved in their child's learning both at home and within the setting and a shared approach to their learning is fully embraced.

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

Children are extremely happy in a welcoming and 'homely' environment. Their emotional well-being is exceptionally well supported because the childminder and her assistants are kind and caring and are sensitive in supporting their individual needs. As a result, excellent relationships are formed with the children and therefore, they feel safe and secure. The childminder works in partnership with the family throughout the highly effective induction procedure where she ensures that there are many opportunities for children to become familiar with her and the setting. For example, the childminder organises home visits so that the children can get to know her in their own environment before they begin their initial visits to the setting. This ensures that children are fully prepared and well supported by adults whom they feel assured of as they begin at the setting. The childminder highly values children and their families and actively encourages children to talk about their own families within the setting using the 'Our family' book that parents and children have contributed photographs to. Displayed artwork ensures that children have a sense of belonging and can feel proud of their achievements. As a result, children develop their confidence skills as they develop effective relationships with others.

The children have access to an extremely vibrant and relaxed environment in which they become independent and motivated learners. For example, children independently choose the resources that they wish to play with and the childminder and her assistants skilfully interact with children, giving them ideas to extend their play. The 'Our resources book' is expertly used by the childminder to encourage children to try out new experiences. She plans challenging and exciting opportunities for children to develop their confidence and independence skills. For example, the childminder encourages children to rummage through leaves in a dish to see what they can find. Children confidently put their hands into the bowl because they feel well supported by the childminder and her assistants who are on hand to support them if necessary. They are excited to talk about the spiders and bees that they have found. Children wash their hands independently before snack and hang up their own coats and bags as they arrive at the setting. However, there is room to

enhance the already exceptional opportunities for children to develop their independence skills by enabling children to hand out their own plates and by encouraging them to help chop up their fruit for snack on a daily basis.

Children's physical well-being is highly promoted through a range of well-planned activities. For example, children have access to their fully resourced and secure outdoor learning environment where they ride on wheeled toys and build using a variety of materials. They have opportunities to regularly exercise as they walk around the local tarn and freely run around at the nearby park. Healthy eating is highly promoted within the setting because the childminder ensures that snacks and lunches are healthy and nutritious. Children are skilfully taught about the effects of germs and independently wash their hands before mealtimes. As a result, children have an excellent understanding of healthy eating practices and the need for regular physical exercise and therefore, adopt healthy lifestyles.

The childminder uses highly effective techniques to teach children about keeping themselves safe. She talks to them about 'stranger danger' and reinforces the green cross code as they cross roads together. Children learn to manage their own risks as they climb up the trees in the local park. Children further develop their awareness of safety because the childminder invites members of the emergency services into the setting to talk to them. As a result, children confidently manage risks for themselves and develop a sound understanding of how to keep themselves safe in a range of situations.

Children clearly know what is acceptable behaviour because the childminder and her assistants role model positive behaviour exceptionally well. For example, as children play with the resources, they encourage them to share and take turns. As a result, children respect each other and play cooperatively. Children are extremely well mannered because the childminder encourages them to say 'please' and 'thank you' at snack time. They actively help to tidy away the resources at the end of the session and sit quietly for story time. This means that children have an excellent understanding of the rules and boundaries of the setting and therefore, demonstrate positive behaviour in all aspects.

The childminder supports children who are moving on to school exceptionally well as she invites their new teacher into the setting to share their progress and learning and to spend time with them as they play. Children feel secure because they are in a familiar environment and therefore, respond well to this. She further supports children as she reads stories about going to school. As a result, children are extremely well supported as they move from one setting to another.

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 and 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. A range of rich

and varied observations and rigorous assessments of children which clearly link to the Development matters for the Early Years Foundation Stage determines 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 from all angles. 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 make rapid progress in their learning.

The childminder and her team of assistants are truly inspirational as they are committed to drive the setting forwards, making positive improvements for the children in their care. Regular evaluations clearly 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 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. Since the last inspection, the childminder has successfully implemented the recommendation, effectively evaluated her setting and has fully reviewed all of her risk assessments and policies and procedures. This demonstrates that she is highly committed to improve her setting in order to improve the quality of care and learning for children.

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. Her policies and procedures are exceptionally well-written and are accurately reflected in practice by all staff. Children's safety is highly regarded within the setting and when on outings. For example, permission is sought from all parents to ensure that children can access areas within their local community and the childminder ensures that children are highly supervised on outings by providing a high ratio of adults to children. She regularly reviews her risk assessments to ensure that children remain safe and secure at all times and takes a first aid kit and emergency contact details with her on all outings. She has an excellent understanding of what to do in the event of an accident or incident and is proactive in notifying the relevant authorities. As a result, children are extremely safe and secure with a childminder who shows high regard to their safety and well-being.

Partnerships with parents are first class. The childminder and her assistants expertly involve them with their children's learning at every stage. Parents report that they are extremely happy with the care that the childminder provides and feel happy that their children are part of a homely environment with a childminder who is very accommodating and supports their children's individual needs very effectively. They feel fully informed of their children's learning and development through regular discussion, daily diaries and regular reviews of their children's learning files. As a result, a shared approach to children's learning is fully embraced.

Partnerships with other agencies are exceptionally well established. The childminder works extremely closely with the local authority and regularly shares the exemplary work that she does with other practitioners in the early years sector. She regularly attends local

groups and values the ideas and views that other professionals contribute. She confidently works with other agencies to skilfully support children within the setting.

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
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	923022
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	17
Name of provider	
Date of previous inspection	20/03/2013
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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