

### Inspection date

06/09/2013

Previous inspection date

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

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

- The quality of the childminder's teaching highly motivates the children to participate. This is because the childminder fully understands that play and exploration provides key opportunities for children to think creatively, to solve problems and link their ideas.
- Children are extremely happy and settled. They quickly develop positive attitudes to learning and actively participate in a range of challenging and enjoyable learning experiences throughout the day.
- Observation and assessment arrangements for the educational programmes are extremely precise and rigorous. As a result, the childminder has an extensive understanding of the children's current stage of development and interests.
- Parental involvement in children's learning and development is highly valued; communication with them is outstanding. As a result, children benefit because the continuity in their learning and care.
- The childminder has an extremely strong drive to continually improve the provision for children. As a result, children thrive in their care and learning.

## 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 conducted a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations and spent time interacting with the children.
- The inspector looked at children's learning journal records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childminder and discussed self-evaluation.

## Inspector

Ann Austen

## Full Report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged four and two years in a house in the Abington area of Northampton. The whole of the ground floor, which includes toilet facilities are used for childminding. An enclosed rear garden is available for outdoor play.

The childminder attends toddler groups and visits the park on a regular basis. There are currently two children on roll, both 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 a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- enhance the excellent indoor learning environment by expanding the wide range of displays to further capture children's interest.

## Inspection judgements

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

Children thoroughly enjoy their time in the childminder's care and are very happy, active learners. Their learning is superbly promoted because the childminder fully understands that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. As a result, children are very motivated and develop a highly positive attitude to their learning, laying firm foundations for the future. For example, the childminder very successfully stimulates young children's early sensory development by actively encouraged them to investigate items in the treasure baskets. Consequently, young children become totally engrossed in their play. They enthusiastically shake and listen to the sound of the bells, handle and investigate metal objects and eagerly crawl along the floor to chase the rolling balls. In addition, children enthusiastically explore further media and materials, which are provided by the childminder. For example, children eagerly push the diggers through the rice pops, feel the wobbly jelly and crawl through the shredded paper. Young children demonstrate their intense pleasure and enjoyment by smiling and giggling out loud. They have lots of fun while learning.

The childminder has an extensive understanding of the children's current stage of

development and provides a wide range of varied and imaginative experiences that support and challenge them extremely well. This is because ongoing assessment systems are sharply focused. The childminder regularly observes and assesses children as they play and uses this information to successfully plan further challenging activities based on the children's next steps and interests. She competently uses one activity to promote several areas of the children's learning and development. For example, the childminder expertly uses sensory exploration to develop young children's hand-to-eye coordination as they fill the containers with water and provides a range of tools to develop their physical skills as they dig in the sand. In addition, the childminder counts to young children as they stack the containers and naturally incorporates mathematical language, such as, 'big' and 'small' and 'heavy' and 'light' during the context of their play. As a result, young children are very successfully developing their early mathematical knowledge.

The development of children's language skills is given very high priority by the childminder. She is very effective in 'tuning in' and responding to the messages young children are trying to convey, for example, familiar words, such as 'dada' and 'all gone'. In addition, the childminder very successfully introduces appropriate vocabulary, such as 'crunchy' and 'bang' during the context of the children's play. She enthusiastically sings songs with actions and sounds, such as 'Old MacDonald had a farm' and as 'It's raining, it's pouring' to encourage children to join in and learn familiar sounds, words and phrases. This is very successful in supporting children's early language development. From a young age children sit, listen well and thoroughly enjoy handling and looking at books. Their enjoyment in this activity is enriched because the childminder uses animated language and encourages young children to replicate animal sounds as they look at the animal pictures. As a result, children's interest is fully sustained and their early literacy development is superbly enhanced.

The childminder's garden and trips to the local park provide very good opportunities for children to extend and develop their learning. For example, children's physical development is fully enhanced because they access a very good range of challenging apparatus in the local park and learn to negotiate and explore the pirate ship in the childminder's garden. In addition, they learn how to grow and nurture vegetables, sow sun flower seeds to observe growth and make marks on the mounted chalk boards. The childminder shows a genuine interest in what the children are doing and very skilfully models young children's play as they pretend to handle familiar resources, which reflect everyday life, such as the tea set. Consequently, children copy the childminder and pretend to pour themselves a cup of tea.

The childminder is highly proficient in engaging all parents and carers in the care and learning of their children. Communication is extremely effective. An extensive range of information is gathered at the start of the placement about the children's interests and achievements. For example, parents are actively encouraged to provide 'all about me' information for their child. This information is comprehensively assessed by the childminder and is very successfully used to aid the settling-in and the initial assessment process and to track children's progress. Parents are kept very closely informed about their child's progress and development through the continuous exchange of information. For example, parents receive a daily written account of their child's day. In addition, children have detailed, attractively presented and well organised learning journal folders,

which are regularly shared. As a result of the highly effective assessment and recording of children's progress, parents receive a very clear picture of their child's learning and development. In addition, the childminder encourages parents to complete observations of their children's achievements at home and to post comments on the 'wow moment' board. To date the childminder has not been required to complete the 'progress check at age two'. However, through discussion the childminder competently demonstrates that she fully understands its importance.

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

Children flourish and settle very quickly in the friendly, relaxed 'family' atmosphere. They receive warm, nurturing care and are treated with the utmost respect and as individuals. The childminder demonstrates extremely strong relationships with the children as they play and explore freely and confidently. She knows the children extremely well because she gathers comprehensive information from parents about their needs when they start at the setting. As a result of this careful planning for transitions, children settle very well. To date the childminder has not been required to support children's transitions to other child care provisions, such as to pre-school and school. However, through discussion the childminder confidently demonstrates that she fully understands the importance of preparing and supporting children as they move onto the next stage in their lives. For example, the childminder discussed the importance of supporting and developing children's confidence as they venture into new social situations and preparing them to manage their own personal needs. For example, by helping them with dressing and going to the toilet independently.

The premises are safe, well maintained and very well resourced to provide children with a stimulating environment in which they learn and develop. For example, assessable, labelled storage boxes successfully support children to make independent choices in their play and an inviting cosy area is provided for them to relax and sit quietly. Consequently, children sit and concentrate very well as they look at books for enjoyment. Consideration can be given to developing the excellent range of displays provided to ensure the environment is used to its very optimum to enthral children. Children demonstrate that they feel extremely safe while in the childminder's care. They develop very secure, trusting relationships with the childminder. For example, children show their attachment and security as they respond, smile and babble with the childminder and warmly snuggle into her when they are tired and ready for their nap. Consequently, their emotional needs are extremely well met. Children are superbly well supported to ensure they develop an awareness of safety and how to keep safe. For example, children learn appropriate road safety and how to use large play equipment safely. In addition, the childminder always ensures young children are safely strapped in their high chairs. During babies sensory play she provides appropriate materials because she is extremely mindful that they often put things in their mouths.

The childminder is an excellent role model and is always polite towards the children. She implements very clear, consistent behavioural management strategies; children learn to respect each other, are gently supported to explore their own feelings and are encouraged

to use good manners from an early age. All children receive constant praise and encouragement for their efforts and achievements, which highly successfully promotes their confidence and self-esteem. As a result, young children smile and excitedly clap their hands together. In addition, children are helped to learn how to be kind and thoughtful to one another and adults. For example, in preparation for Father's Day, children are encouraged to make cards.

Children's good health and well-being is excellently supported. For example, detailed records are maintained, including accidents involving children and medicine administered. These are effectively shared with parents in a timely manner. Children thoroughly enjoy spending time outdoors in the fresh air, which promotes their sense of well-being exceptionally well. They confidently demonstrate spatial awareness as they negotiate the space around them and outdoor play equipment offers children the opportunities to take risks and experience challenge in their play. In addition, the childminder actively encourage babies to crawl and walk and enables them to rest and sleep according to their needs.

Vigorous procedures ensure that the childminder is very clear about children's special dietary requirements, preferences and allergies. This ensures their needs are met and respected. Children are provided with a very good range of healthy and balanced meals and snacks. For example, children thoroughly enjoy spaghetti bolognese, cheesy fisherman's pie, sugar free jelly, fresh fruit, and home-made fruit crumbles. In addition, the childminder sensitively supports young children's developing independence by encouraging them to feed themselves and hold their beaker appropriately. Subsequently, they grow in confidence and their hand-to-eye coordination skills are greatly enhanced. From a young age children are gaining an excellent understanding of healthy lifestyles and the relevance of hygiene practices in order to minimise the risk of cross-infection. Ongoing discussions mean that older children understand the importance of daily practices. This includes washing their hands before meals and snacks. In addition, the childminder very successfully ensures that her premises are clean and the personal hygiene needs of younger children are met. For example, the childminder wipes younger children's hands with their individual flannel before snack.

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

The childminder is highly dedicated to maintaining the highest levels of achievement for the children and their families. She demonstrates an enthusiasm for her work and has an excellent understanding of her responsibilities within the Statutory Framework for the Early Years Foundation Stage for ensuring children receive high quality learning and care. Exemplary monitoring of the educational programmes ensures that the childminder is confident in delivering a broad variety of experiences. These captivate children and stimulate their interests as they make excellent progress towards the early learning goals. Development files are meticulously completed, showing very detailed accounts of children's development and learning and the steps needs to help them progress further. In

addition, comprehensive self-evaluation covers all areas and takes full account of the views of parents. This ensures the childminder obtains a balanced and representative overview of her work. Practical action plans clearly identify and prioritise areas for improvement. For example, the childminder intends to provide a permanent covered outdoor play area to further extend opportunities for more flexible indoor and outdoor play.

Children's welfare is given an extremely high priority and this is supported by exemplary safeguarding and child protection procedures. The childminder is completely conversant with the signs and symptoms of abuse and the procedures she must follow in the event of a concern. An extensive range of written policies and procedures, including a safeguarding and behaviour management policy, successfully support the safe and effective running of the childminding provision. Risk assessment is very rigorous and daily safety checks ensure children can move safely and freely in their environment. Security of the childminder's home is excellent, ensuring no unwanted visitors can freely access the premises and children are supervised at all times. Furthermore, the childminder regularly practises safe fire evacuation and implements secure procedures that require all visitors to show their identification and to sign the visitor's book.

Excellent partnerships with parents ensure that children's care is consistent and their development is very well promoted. Parent's comments are extremely complimentary about the childminder and the extensive range of activities and play resources she provides. They state that 'my child now recognises your house when we pull up outside and is straining to get out of their car seat'; 'I have been very impressed with the learning aspects' and 'I love the communication diary'. The childminder fully recognises the importance of developing relationships with other providers, schools and professionals. However, to date she has not been required to implement this in practice. Nevertheless, the childminder is very alert to the early signs of any problems children may have and fully understands the importance of early intervention. In addition, the childminder fully understands the importance of sharing information with other early years providers about the children's learning and development achievements during their time with her in order to ensure a consistent approach towards their care and education.

### **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

<b>Unique reference number</b>	EY459782
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	909403
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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