

Inspection date	20/09/2013
Previous inspection date	04/05/2011

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

- The children are very happy, sociable, confident and thoroughly enjoy their time in a relaxed and highly stimulating home. All children make excellent progress in their learning and development as they experience a wealth of interesting activities and enjoy the wide range of resources.
- Children thrive as a result of the individual attention, support and encouragement they receive from the childminder. Her excellent knowledge of each child's development and the Early Years Foundation Stage enables her to meet their needs and promote their progress highly effectively.
- Children have their individual health and care needs met very well. They are extremely safe and secure. Children benefit from the childminder's excellent working relationships with parents, nursery and school.
- The childminder strives to provide a high quality flexible service to families and makes ongoing improvements to the environment, such as adding new resources. The childminder continues to develop her understanding to support children further, especially in their language development.
- Children are stimulated and keen to learn in this inclusive and welcoming environment. Consequently, they have lots of fun and show high levels of curiosity and imagination.
- The children clearly benefit from the excellent partnership between the childminder and co-childminder, who effectively complement each other.

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 observed activities in the ground floor area, in the first floor bedroom and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
The inspector looked at children's learning journal records, planning documentation,
- the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took account of parents' views through their written testimonials.

Inspector

Sue Riley

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a detached house in Clipstone, on the outskirts of Mansfield close to shops, parks, schools and public transport links. Most of the home is used for childminding, as well as the enclosed rear garden. Toilet facilities are provided on both floors. She lives with her husband and has one child aged eight years. She works with her husband who is also a registered childminder. The childminder attends different groups with the children. She holds a recognised early years qualification at level 3 and is currently working towards a foundation degree in early years.

The family have a menagerie of small pets. The childminder takes and collects children from local schools and nurseries. She currently has 14 children on roll, of whom five are in the early years age range who attend for a variety of sessions and nine are school-age children who attend before and after school and during the school holidays. The childminder is accredited to provide nursery education for three- and four-year-old children. She is also an accredited Early Language Lead Practitioner in the Nottinghamshire area. The childminder is open for 46 weeks of the year, excluding bank holidays. Her opening times are from 6am to 8.30pm, she also offers care during the weekend and is able to provide overnight care. The childminder 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:

- continue with the excellent relationship with parents by further developing their involvement in supporting children's learning at home.

Inspection judgements

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

The childminder demonstrates an excellent knowledge and understanding of the Early Years Foundation Stage, and therefore, promotes children's learning and development excellent well. Highly effective planning and exceptional organisation ensures that every child is challenged by the learning experiences provided. Through completing the 'progress check at age two', the childminder ensures any early intervention that may be needed is quickly and efficiently identified. The childminder observes children during activities and makes comprehensive assessments of their abilities. Children benefit from an excellent balance of adult-led and child-initiated activities and the routine is very flexible to enable

them to pursue their own interests. They make excellent progress in their learning and development and are excellently prepared for their next stage in learning. The childminder demonstrates an exceptional understanding of how to engage children and capture their interests. She offers a very positive environment in which children can learn and play. This helps them to feel highly valued, safe and happy and empowers children to make decisions and discuss ideas. This results in children being enthusiastic learners and concentrating for long periods of time at their chosen activities. The childminder has excellent systems in place to support children with special educational needs and/or disabilities. She is very inclusive in her practice to ensure all children feel valued.

Children are very curious about things and engage in many open-ended activities. As children play with dolls they demonstrate a very caring manner. They use their imagination well as they imitate adults in the role-play area. Children demonstrate friendly behaviour, as they initiate conversations and form good relationships with familiar and unfamiliar adults. For example, they confidently talk to and interact with the inspector. Children begin to explore vocabulary because the childminder talks with them constantly about what they are doing and encourages them to respond to her. As language development is very close to the childminder's heart, she recognises the importance of this area of learning. Children are very aware of the routines that the childminder has in place. For example, they are aware to wash their hands after they have bathed the tortoise and fed the gecko. Children's independence is promoted very well. For example, the children see to their own hygiene routines and to their own needs.

Through regular outings, which include visits to the park, nearby forests and different groups children have excellent opportunities to explore the world in which they live, nature and to develop their physical skills. For example, children learn where food comes from when engaging in activities, such as growing fruit and vegetables on the allotment. When playing in the garden, they skilfully climb, run, balance and use large apparatus. Children demonstrate that they have excellent small muscle control as they build and design with the coloured bricks. With the younger children the childminder encourages them to count as they go up and downstairs so they begin to understand about numbers and counting.

The childminder is actively involved in children's play and she interacts with them extremely well. She demonstrates very high expectations of children and plans an educational programme that has significant depth and breadth across the seven areas of learning. She observes children's learning and records her findings in their learning journal records. She successfully uses the information to identify children's learning priorities and makes plans to ensure children make as much progress as they can towards all the early learning goals. The childminder works very well with parents to help children to settle. She encourages parents to share what they know about their child and keeps them very well informed of their child's progress, through the children's learning journal records. The childminder demonstrates an excellent awareness of the 'progress check at age two'. She fully understands how to involve parents in the process, so that they can share what they know about children's learning. The indoor and outdoor play environments are exceptionally stimulating and enable children to follow their own interests.

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

The childminder has very strong and positive attachments with children. She fosters this well because she has excellent arrangements in place for settling children. For example, she gathers and shares good quality information with parents about children's needs. When children first start, she gradually builds up the length of time they are in her care. This results in happy and content children who feel extremely safe and secure in the setting. The childminder supports children's progression well because she provides a very stimulating and welcoming learning environment to cater for their all-round development and emotional well-being. The childminder is an excellent role model and provides consistent routines, this supports children's understanding of what is acceptable behaviour, such as being kind and respectful towards others. The childminder ensures she spends time with all children so that they feel special and valued, which results in children having a positive self-image. She promotes children's independence highly effectively, as they are encouraged to put on their own shoes, and wash their hands on their own. Even very young children achieve these targets and are frequently praised, which gives them confidence and high levels of self-esteem. The childminder recognises the importance of this, as children are then very well prepared for their transition to school. Transition is greatly eased for children as the childminder has very strong links with local schools and nurseries.

The childminder promotes children's health very well. She works with parents to meet all dietary needs and ensure that all children are nourished. The childminder provides a well-balanced nutritional diet. Children sit and eat altogether in social groups and the childminder eats with the children to role model good practice. They help themselves to a drink as they become thirsty, which helps to ensure that they stay suitably hydrated. Through daily routines, such as hand washing, the children are developing their self-care skills as well as learning about the importance of good hygiene practices. Children have excellent opportunities to explore the community around them, as they go out and about to different local places. For example, they attend the local park and different groups throughout the week. During the school holidays they do go further afield. These activities also provide very good opportunities for fresh air and exercise.

Children develop an excellent understanding of their own safety because the childminder makes sure that daily opportunities are used to learn about safety. Her ethos is 'no risk no play'. Emergency evacuation is planned and shows a proactive approach towards helping children to understand safety. The childminder takes children on regular outings, such as to the park, soft play centres and different local groups. These opportunities provide experiences for children to learn about risks in their local environment, such as road safety and stranger danger. The childminder provides the space and freedom for children to freely explore while being kept safe through her highly effective supervision and support.

The childminder offers a very wide range of excellent quality resources and activities to children that are selected to meet their stage of development and particular interest. Children demonstrate that they feel very secure and form exceptional emotional attachments with the childminder. Children benefit from visits to toddler groups which enables them to develop confidence in new experiences and to help them socialise. They have numerous opportunities to learn about other cultures and beliefs as the childminder

provides a wide range of resources, activities and experiences to help children learn to value and respect others and to challenge inappropriate attitudes and practices.

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

Children benefit from the childminder's excellent knowledge of the Early Years Foundation Stage and her working experience. She attends courses and strives to develop her knowledge and practice. The childminder is in the process of completing her Early Years foundation degree. She constantly reflects on her practice and implements new improvements, such as, the tidy up cards, introducing visual prompts for children to take responsibility and help with the tidying away. She continuously updates her detailed self-evaluation. The childminder is extremely well motivated and strives for continuous improvement. She is very experienced in caring for children and expertly monitors her planning and teaching each week to enable her to effectively assess the impact on individual children's learning and progress. This means she consistently identifies areas for improvement in her provision and has an ongoing action plan to carry out the improvements. This means that children continue to maintain the highest levels of achievement and make extremely good progress. The childminder has a very clear vision of what to improve, such as developing further the already excellent partnership with parents, in relation to further developing their involvement in supporting children's learning at home.

Children are cared for in a very safe and secure environment, and stringent procedures are in place. Detailed risk assessments are implemented within the home and for all outings. The childminder has highly effective documents for gathering information to ensure children's health and well-being needs are extremely well met. These include a safeguarding policy and the childminder has an excellent understanding of how to report any concerns about children to the appropriate authorities. Care and education plans ensure children are extremely well supported. The childminder has highly effective systems for assessing children's development and tracking children's progress to ensure they make excellent progress. She is very aware of the ratio requirements and has excellent systems in place to ensure these are always maintained.

Children benefit from the highly effective working relationship that the childminder has with the school and nursery. The sharing of plans and assessments ensures all children progress well. The childminder has excellent relationships with parents as she spends time getting to know them and seeks their views and wishes. Parents are extremely well informed about their child's care, achievements, activities and areas of learning. The childminder spends time talking and sharing information thoroughly through newsletters, a detailed welcome pack, assessment reports, learning journal records, review meetings, daily diaries and texting at times to offer reassurance to the parent.

Parents comment that their children have been encouraged to explore all areas of their development in a safe and supported environment. Appropriate boundaries are set and there is informed consent provided by them in relation to activities that encourage children to safely develop and experience life to the full. Activities outside are always encouraged

and children are very aware of the limits they can safely exceed in their care in order to participate in tree climbing, den building and pond dipping. Parents state a full explanation of reporting incidents has been discussed prior to enrolling in the setting and full compliance with health and safety legislation is evidently in use. They have no concerns regarding the care their children receive. Parents have great relationships with both childminders and the other children. They state their children have developed into very confident children and this has been helped and guided by both childminders. The local authority support worker comments throughout her contact with the childminder that she has always found her to be a very professional practitioner, who clearly works in partnership with many agencies. She feels her key strength is her knowledge and understanding of every child's individual needs within her care. She also states that the childminder and her co-childminder offer the children lovely resources and play opportunities both within their home and outside as they take children regularly on trips and outings.

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	EY314717
Local authority	Nottinghamshire
Inspection number	927469
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	04/05/2011
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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