

Inspection date	19/02/2014
Previous inspection date	25/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The educational programmes on offer have depth and breadth across all areas of learning and children's passion for learning is ignited through interesting and challenging experiences that meet the unique and individual learning and development needs of children.
- The childminder is very knowledgeable and experienced in supporting children acquire skills that are important to their future learning. She has in-depth knowledge and understanding of what activities and opportunities children require to develop and learn.
- All children have excellent opportunities to develop and adopt healthy lifestyles and enjoy fresh air as they freely access the fantastic and vast outdoors play area.
- Children's emotional well being is strongly fostered through the strong trusting and affectionate relationships that childminder has built with the children and their parents.

It is not yet outstanding because

- There is scope to improve the information obtained from parents before their child starts so that the childminder is fully informed of each child's starting points.
- There is capacity to further develop information sharing regarding how parents can seek advice and guidance in relation to raising concerns or sharing a complaint with Ofsted.

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 examined a wide range of documentation, including a sample of policies including the safeguarding and outings policies, accident and medication records and risk assessments.
- The inspector examined a selection of children's observation and assessment files, the systems for monitoring progress.
- The inspector held discussions with the childminder and spoke to the children as they played during the inspection.
- The inspector undertook a tour of the premises and observed learning activities in the inside and outside play areas.
- The inspector took account of the views of parents and carers from information included in parental questionnaires.

Inspector

Karen James

Full report

Information about the setting

The childminder was registered in 1984 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. The childminder lives with her husband and two of her adult children in a house in Carlisle, one mile from the city centre. Childminding takes place throughout the premises except the conservatory, rear stairs, first floor and front garden. Children have access to an enclosed rear garden and outdoor play area.

The childminder attends several toddler and a childminder groups where children have access to a wide range of activities and social opportunities. She visits the shops and park on a regular basis. The childminder collects children from the local school and has use of a car for transporting children.

There are currently five children on roll, of whom four are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Thursday, except bank holidays and family holidays. She is a member of the Carlisle and District Childminder's group and holds an early years childcare and education qualification at level 3.

What the setting needs to do to improve further

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

- enhance the depth of information gathered of children's prior skills on entry to the childminders, for example, by finding out from parents what a child has already learnt and able to do

- provide parents with further information regarding how to contact Ofsted for advice or share a concern if it arose, for example, by placing the Ofsted complaints and compliments poster in a place where parents can view it easily.

Inspection judgements

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

The childminder's knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage is very robust. She has an in-depth knowledge and understanding of what activities and opportunities children require to develop and learn. This strongly contributes to children's learning and development so that they make very good progress based on the assessments that she makes once they are in her care. Information gathered from parents when children first start helps the

childminder become familiar with all children and enable her to plan activities that are targeted to match children's preferences. However, there is scope to further develop and strengthen this by finding out from parents what a child has already learnt and is able to do prior to starting with the childminder. This is in order to ensure that the childminder has a secure knowledge and understanding of what she needs to do to promote the learning and development of young children from the day they start. It also ensures that children continue to make very good progress regardless of their starting points. The childminder completes the progress check at age two and provides parents with regular written updates of their child's progress so that they are kept fully informed. The childminder uses ongoing observations to support assessments of children's progress and parent contributions are valued and included to ensure that children's next learning and development steps are identified accurately and supported both in the setting and at home. There is a highly effective communication link through the use of a home and childminder diary book which both the childminder and parents use to share information related to care needs and learning progress. The childminder includes photographs for the children to share with their families and reflect on their experiences. It also supports parents in developing an understanding of the wonderful learning that takes place through meaningful play and ensures there is continuity between the home and the setting. As a result, parents feel fully informed, involved and confident in aspects of their children's learning.

Children make very good progress and are highly motivated and they enjoy exploring sensory opportunities that extend children's critical thinking and help them become confident learners. For example, young children explore their early mark-making skills while they explore how their physical actions can make marks in flour and mathematical concepts are explored as children pour and fill containers with sand, pasta and rice. The environment both inside and outside is welcoming and very well resourced. As a result, children's interests are ignited and they interact with their learning environment with enthusiasm and confidence. For example, children thoroughly enjoy regular baking experiences planned by the childminder and take delight in exploring the ingredients as they make scones. They learn new words and fine tune their physical skills as they stir and shape them. Children learn about shape and use number names for counting and they explore how things can change by adding ingredients and the need for good hygiene. Children are then provided with extensive opportunities to practice what they have learnt independently by using play dough. They excitedly share their developing knowledge by instructing one another and sharing their creations with pride.

Children enjoy visiting local places, such as parks, shops and toddler groups where they learn about the wider world and socialise with different children. They enjoy being outside in the childminder's extensive garden and study the natural world by observing changes in seasons. They learn about the birds that visit the garden and looking after them by making bird feeders. Children develop a good understanding of information and technology as they watch the birds hop in and out of a nesting box and then are able to see nesting taking place through the use of a nest box camera. The childminder uses a technology interactive tablet to support learning further and children are encouraged to record their observations through creative representation as they make collages of the birds they see. These are proudly displayed on walls of the childminder's house and

children show great pride as they show their creations to parents, friends and visitors. Overall, children are gaining the necessary skills to support their future learning.

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

Children settle well, having formed strong emotional bonds and secure emotional attachments with the childminder. She gathers good information from parents to ensure each child's care needs are met. Children are very happy and display high levels of confidence in talking and playing with each other and the childminder. For example, young children confidently tell the childminder what cutters they want while playing with play dough and make their needs known by requesting alternative tools to those in their reach. They know what they want and need to develop their creations and do so with great skill and independence. The childminder has high expectations of children's abilities and as a result, children demonstrate very high levels of self-esteem and make choices freely and tackle challenges with an 'I can do it' approach. The childminder speaks about the children in her care with great affection and responds to each child with patience and focused attention. She makes each child feel important and valued and this is observed in the nurturing interactions that take place between child and childminder as they play and chat together. As a result, children are highly enthusiastic, independent and self-motivated learners.

The childminder supports children in developing their understanding of the importance of healthy diets, physical exercise and managing and developing good care routines. Children and the childminder wash their hands before snack times and children are involved in making their own healthy food choices. For example, they select green and black grapes, sultanas, raisins, apples and bananas and take great pride in counting out fruit and peeling their own bananas with minimal support. Young children are encouraged to drink from an open cup, which they do with great skill and smiles with pride as they are praised. Children are encouraged to assess risk as they play and explore. The childminder has high expectations and in-depth understanding of each child's abilities and this enables her to offer just enough support to ensure children can take risks safely and learn from their experiences without harm. For example, as children use the climbing frame, they were reminded to hold tight as they climb excitedly to the top. This is while using the childminder's information as a prompt to continue their physical challenge and achieve their goal independently and safely.

The childminder provides excellent guidance for children about what is acceptable behaviour and encourages children to use social manners, such as 'please' and 'thank you'. They competently share, turn take and to listen carefully to one another. The childminder discusses boundaries and behaviour expectations with parents to ensure children are given consistent messages in order for them to develop their knowledge and understanding in this area. As a result, children are exceptionally well behaved and play harmoniously together; they share tasks and enjoy being in one another's company. The childminder has a very calm manner when talking to children; she gives children clear direction about what she would like them to do rather than what she does not want them to do. As a result, children are provided with clear information to develop their skills and respond appropriately. These strategies are highly affective and children develop

confidence in social situations so they are emotionally prepared for any transitions, for example, attending social gatherings at the local toddler group and going to school.

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

Throughout the inspection the childminder demonstrated a secure and in-depth knowledge of her responsibilities with regards to safeguarding children, welfare, and learning and development within the Early Years Foundation Stage. The childminder has a clear and detailed knowledge of safeguarding and child protection issues. She is clear about what to do if she has a concern about a child in her care. The childminder is vigilant and proactive in ensuring that her practice is effective in supporting all children's emotional security and ensuring that children are physically and emotionally healthy. Detailed risk assessments are in place and used to keep children safe. The childminder assesses risk daily both in the inside environment and prior to children going outside to play. As a result, children are kept safe through the childminder's actions and vigilance.

Leadership is very strong and the childminder has a strong drive to continually improve and maintain the highest levels in all of the setting's activities. The childminder recognises the importance of ongoing professional development and training so that she can provide high quality care and learning experiences for all children in her care. The childminder has a secure knowledge of her strengths and areas for improvement. All previous recommendations have been fully completed, demonstrating a clear ability to improve and develop the provision. Self-evaluation is comprehensive, realistic and achievable and includes input from children and parents. The childminder has attended training to ensure she has the knowledge and skills required to develop her policies and procedures that inform practice and she vigilantly monitors how well these work in practice and make adjustments accordingly. The qualifications of the childminder and her commitment to ongoing professional development ensures that she has an accurate understanding of children's abilities. The childminder is very knowledgeable and experienced in supporting children acquire skills that are key to their future learning. She has in-depth knowledge and understanding of what activities and opportunities children require to develop and learn within all areas of learning. She monitors children's development to ensure that all children without exception make good progress.

The childminder has very positive relationships with all parents and as a result, parents are confident to support their child's learning at home and share information with the childminder. The successful two-way information sharing systems in place contribute positively to children's well-being and enable the childminder to meet each child's unique needs as they evolve and change. Although the childminder ensures all parents and carers are fully informed of all policies and procedures, there is scope to further develop information sharing regarding how parents can seek advice and guidance in relation to raising concerns or sharing a complaint with Ofsted. The childminder has a good understanding of building good relationships with other early years settings where children attend and shares information with them. This ensures that children benefit from continuity in their care and learning, which contributes to them make good progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	317167
Local authority	Cumbria
Inspection number	868412
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25/08/2009
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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