

Inspection date	28/02/2014
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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 childminder has an excellent knowledge of the Early Years Foundation Stage and how to support children expertly. As a result, children thrive in this setting where they make rapid progress in all areas of their learning and development.
- The childminder offers inspiring and innovative activities, which support children's enthusiasm for learning new things.
- Children are highly valued as unique individuals and inclusive practice is fully promoted. This means that children are extremely confident learners who develop consistently high levels of self-esteem.
- Children's communication and language is exceptionally well supported. A wide range of books and stories are used to provide valuable opportunities for children to copy and repeat words and increase their vocabulary.
- Superb partnerships with other professionals are firmly embedded in practice. As a result, children are extremely well supported through times of change and transition.
- The childminder reflects critically and evaluates all aspects of her practice each week. This means that she adapts the activities to meet children's needs so that they achieve their next steps in learning and make very good progress. She is highly motivated and strives for continuous improvement in her provision so that children receive high quality learning experiences.

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 lounge, kitchen and dining area of the childminder's home.
- The inspector spoke with children and their parents throughout the inspection.
- The inspector held meaningful conversations and conducted a joint observation with the childminder.
- The inspector viewed a selection of documentation including the children's profiles and the policies and procedures of the setting.

Inspector

Elaine Tomlinson

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged 13, 11, eight and four years in a house in Breaston, Derbyshire. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has six rabbits and four chickens as pets.

The childminder attends activities within the local community. She visits the park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently four children on roll, two of which are in the early years age group and attend for a variety of sessions. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance children's already well developed confidence, by increasing opportunities for children to free-flow independently between rooms.

Inspection judgements

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

Children blossom and thrive in the rich, stimulating and challenging child centred environment, which the childminder expertly provides. The children enthusiastically participate in a wealth of inspiring experiences and activities, which help to support their all-round development. The childminder is a dynamic and animated teacher, who inspires and highly motivates children to engage exceedingly well in learning. She has an excellent understanding of how children learn best and skilfully supports children to become confident learners. Children, as a result of this, develop a comprehensive wealth of skills, which help to prepare them exceptionally well for their future learning. The childminder expertly talks and engages in play with the children, guiding them by asking thought provoking questions and making inspired suggestions, which encourage the children to extend their thinking and explore imaginatively. In addition, she is skilled at stepping back to allow children to experiment and discover for themselves. Consequently, children make exceptional progress in their learning.

The children go on regular trips and outings, which enrich and heighten their learning experiences. They confidently immerse themselves fully in each environment. Children visit art galleries and play games, such as eye spy as they learn about colour, shape and

texture. They go on bare foot walks and visit open farms, where they absorb the natural environment. The childminder's garden is spacious with lots of scope for imaginative play and nature investigation. For example, children use binoculars to look for birds. As a result, children develop an enhanced understanding of the world around them. Children make significant progress in their language development, as the childminder reinforces new key words, such as animal names. The childminder is skilled at questioning children and talking and singing through daily routines to encourage their language development. The childminder is adept at encouraging the children to think about mathematical concepts in everyday activities, such as which is bigger and smaller and reinforcing number as they weigh ingredients. Children are keen to explore different textures, such as flour and they get engrossed in mixing with spoons. Children use their imagination extremely well, for example, as they order from the menu in the cafe, when playing with the kitchen and plastic food. They make very good progress with their pencil control, as they make marks, which are then displayed on the window so that the children can see the patterns that they have made. Children delight in sharing favourite books with the childminder, who makes this an interactive experience, using a variety of media.

The childminder has high expectations for the children and meticulously observes children throughout the day, rigorously assessing their skills and accurately identifying their next stage of learning. The childminder skilfully incorporates this into weekly planning, which is very flexible, enabling her to follow children's individual interests and respond to emerging needs quickly. For example, children's keen interest in singing prompts regular musical sessions. This helps to ensure that children are highly motivated and as a result, extremely keen learners. Robust systems to assess children's abilities when they first start mean that children's development needs are initially well catered for. Ongoing daily reflection, means that adaptations to activities are made to promote each child's learning and as a result, children make rapid progress. The childminder takes time each day to ensure parents are fully informed about the children's achievements. Parents actively contribute to a daily diary, sharing valuable details of home life and the childminder efficiently utilises this information to shape her teaching each day. This is further enhanced through meaningful daily discussions at pick up and drop off times. The childminder actively shares learning with schools and other settings and gains additional information, such as which topic they are doing and subsequently, learning is significantly enhanced both at home and across settings.

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

Children develop very secure emotional attachments with the childminder. She is kind, caring and exceedingly attentive to the needs of the children. This means that they feel especially secure in her care. The childminder involves herself in play with the children and shows enthusiasm and joy as she laughs along with them. As a result, children also have fun and thoroughly enjoy spending time in her company. The childminder is a superb role model and children make significant progress in learning appropriate behaviours. She is polite and respectful to the children who are encouraged to use good manners and respect each other's differences. The childminder celebrates achievements throughout the day, offering positive praise and encouragement. This supports the well-being of children

as they develop good self-esteem because they know they are appreciated. The childminder is consistent with boundaries and clear with her expectations of behaviour and as a result of this, behaviour is superb and children play confidently and cooperatively. Children form very good relationships with each other, as they get excited to greet one another and are encouraged to express their feelings openly. The childminder is sensitive and has some very good and thoughtfully considered strategies to help settle and comfort new children. For example, favourite toys are easily to hand on arrival. Visits to the child's home before they start enhances all aspects of the transition process, and means that children are emotionally very well supported during the flexible settling in period. The childminder works at the local pre-school and this familiarity helps children to settle extremely well into their next stage in learning.

The childminder creates a vibrant, spacious and welcoming environment. Children are actively encouraged to explore the areas used for childminding with optimal confidence. Equipment is in excellent working order, is stored at children's level and is accessible at all times. This means that children are commendably supported to make choices about where and what they play with. Although there is room to enhance this further when moving between rooms. Children develop their self-care skills and begin to understand the importance of hygiene routines, as they sing the 'germ song'. Children develop enhanced self-care skills as the childminder respects parents' wishes very well, for example, regarding toilet training, this ensures consistency for children. Highly comprehensive strategies are in place, to ensure that children are kept safe throughout the day. Risks are openly discussed and minimised efficiently, to ensure practice meets the emerging needs of the children. Routines, for example, climbing the stairs are extremely well planned and adapted. The childminder engages in continual dialogue with the children explaining each situation which helps the children to feel safe and secure.

Regular outings provide opportunities for the children to learn about how to keep themselves safe and develop an excellent understanding of risk. Children are expertly encouraged to take risks as they play, for example, as they balance on logs, as the childminder gently builds each child's confidence to be more adventurous. She supports them exceedingly well, which means that they flourish and become increasingly confident. Children benefit from daily fresh air and exercise, as they are very well supported to be healthy. The childminder provides them with a well-balanced menu of home cooked meals and offers fruit juice and water throughout the session. Children choose the fruit they would like and enjoy participating in the preparation of food. This helps to promote the exemplary well-being of the children.

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

The childminder has an excellent knowledge of the Early Years Foundation Stage and her experience of working in pre-schools, means that children benefit from this. The childminder places the utmost priority on her responsibilities to meet the safeguarding and welfare requirements. She attends regular in depth safeguarding training to enhance her knowledge and subsequently, has a supreme understanding of how to keep children safe

from harm. Highly comprehensive policies and procedures are in place, which support the well-being of the children as they are extremely well embedded in practice. The childminder is stringent on child protection procedures and who to report any concerns to, which helps to ensure the children are kept exceptionally safe. All people who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks. Risk assessments of the premises, including outings and resources are meticulously implemented, which help to ensure that children remain safe while in her care.

The childminder is considerably well motivated to ensure that children make outstanding progress. She knows the capabilities of the children in great detail and expert teaching methods greatly supports the children's emerging needs. Flexible and inspired planning means that the children are highly motivated to learn and make rapid progress. The childminder critically reflects on every detail of practice. Strengths and weaknesses have been identified through daily self-evaluation procedures and include input from the parents and children. In depth plans to build on practice, ensures continuous improvement is in line with the development of the children. The childminder shows a strong commitment to her own professional development by attending any relevant training events that become available. She puts this enhanced knowledge to good use, such as developing the children's profiles. Therefore, children who attend the setting profit from the childminder's excellent skill set.

Children benefit from the excellent partnership working with parents. The childminder creates an exceptional open and honest environment, which supports parents to be increasingly involved in their child's learning. The recent introduction of home diaries has significantly enhanced these relationships. Parents are extremely happy with the exceptional care and education, which the childminder provides and comments about the wonderful progress that their children make in her care. Strong links with the local schools ensures that effective information sharing is embedded in practice. The childminder capably uses information shared between settings, to ensure that children's learning is enhanced. Children are at an advantage from this continuity in their care and learning and as a result, children's progress continues at a rapid rate because their individual needs are planned for. The childminder has some links with other childminders in the area and has been receiving support from the local authority to support the ongoing development of 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	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	EY360920
Local authority	Derbyshire
Inspection number	817691
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16/03/2012
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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