

## Inspection report for early years provision

---

<b>Unique reference number</b>	223769
<b>Inspection date</b>	04/12/2009
<b>Inspector</b>	Suzette Butcher
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder has been minding children since 1983 and was registered under the Children's Act in 1990. She lives with her husband and adult son in a dormer bungalow in Clive, near Shrewsbury. The childminder works with her husband, who is her assistant. Most of the bungalow is used for childminding. The garden to the rear of the property and an enclosed hard area to the front of the property are available for outdoor activities. They take children to the local school to toddler groups and on outings in the local area.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age group. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 16 children on roll from 11 families, of whom, five children are in the Early Years Foundation Stage ( EYFS). Children are taken to the local school, to toddler groups and on outings in the local area. The childminder is a member of the National Childminding Association and the Wem CM Group. She has a Level 3 National Vocational Qualification (NVQ) in childcare and education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are valued as unique individuals and feel very safe in the supportive setting, where their welfare needs are rigorously safeguarded. The strong sense of local community and exemplary inclusive ethos are key strengths that thread through all aspects of the setting. Children develop independent, active learning as they have fun and make good progress towards the early learning goals. Effective partnerships are maintained with parents and other providers within the EYFS to promote continuity and progression for individual children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- build on current good practice by creating a shared starting point with parents and carers for children's learning and development.

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

Children's safety and welfare needs are rigorously safeguarded and given a very high priority by the childminder and her assistant. They both attend training to update their knowledge and regularly review their comprehensive pack of policies and procedures that underpin their strong, well organised practice. The childminder vigilantly reviews their whole learning environment to improve

children's safety and records robust risk assessments on all aspects to fully protect children. Children are empowered and encouraged to recognise risks and dangers. Consequently, every child feels safe and secure in the setting.

The childminder is committed to continually improving her practice to provide the very best quality of care and education for children. Her energy, enthusiasm and strong principled educational vision help her to achieve high standards. She follows an exemplary training programme and has recently enrolled on a new local authority quality assurance programme. The childminder is keen to share best practice with other practitioners, in both regional and national networking. She is actively involved in her local childminder's network, where she supports colleagues and works collaboratively with other practitioners. She rigorously researches issues to find the best possible solution and diligently concentrates her studies on key aspects to explore all possible avenues. Subsequently, safeguarding, inclusive practice and the promotion of a community ethos are all outstanding areas within her setting. The childminder reflects critically on her practice and regularly consults children, parents and others during informal discussion and in questionnaires. Key areas for improvement are clearly identified in her self-evaluation document and an action plan for the future prioritises areas for improvement.

The childminder's exemplary organisation is focused on the needs of individual children, this creates a friendly family environment, where children are at the heart of everything that happens. Inclusion audits are completed to identify and overcome any potential barriers. The childminder attends training and researches areas linked to specific health needs, special educational needs and/or disabilities, to enhance her skills to support children. A wealth of information is available for parents and diversity is strongly promoted. The childminder creates documents that create smoother links for young children as they value their home language and culture. This creates a fully inclusive environment where every child is valued highly as a unique individual. Parents' opinions are highly valued and they all praise the childminder in verbal and written comments. For example, children enjoy 'the greatest start in education through play, reading, singing and outside activities' in 'the well rounded and extremely well structured setting'. Informal and formal communication systems create an effective two-way flow of information and involve parents and carers in their child's continuous learning and development. Parents write that they appreciate the 'reassuring feedback and quality written details'. Daily diaries invite parents to contribute, progress reviews are recorded and shared at significant milestones. Children's starting points are discussed with parents, although they are not clearly documented to share with others. Strong partnerships are established with parents and other providers within the EYFS to support children's individual needs and provide continuity of learning and care. Effective links are maintained within the whole village community. Excellent relations are maintained with the school and nursery, which creates a smooth transition process for children. Children join in events and celebrations, such as harvest festival in church or a treasure hunt with the nursery children.

## **The quality and standards of the early years provision and outcomes for children**

Children develop a very strong sense of ownership and belonging in the setting where they enjoy warm, supportive relationships with the childminder. The well organised home creates an enabling environment, where children move freely between indoor and outdoor areas. Equipment is of a high quality and is stored in a large cupboard to enable children to make choices about their own play and develop active learning. Outdoors, children benefit from fresh air throughout the year, when they access the adjacent, enclosed, hard surfaced play area or enjoy adventures together in the childminder's garden. Children relish opportunities to explore their local environment in regular outings to a nearby hill where they make discoveries, observe seasonal changes and explore the natural physical playground. Visits to the village shop, post office, farm or library and meetings with local people create practical learning opportunities that enhance children's awareness of their wider community. Many activities and resources support children's understanding of diversity and encourage them to learn to value different aspects of their own and other people's lives. For example, different cultural festivals, such as Holi or Yuan Tan, are celebrated and presented in meaningful ways for younger children. Activities are adapted to include every child within the inclusive setting.

An exemplary mix of planned, structured activities with time for free play, both in and out of the home, provides an excellent balance of adult-led and child-initiated activities. Opportunities to socialise, join in with group activities and explore different challenges are provided through visits to toddler groups and activity sessions. Children develop an excellent knowledge and understanding of the world around them, as they explore they help to grow vegetables and care for the wildlife in the local area. Informal learning opportunities are consistently maximised during play and everyday activities. Practical scientific discoveries are captured and explored, for example, when sunlight is reflected in a mirror and beams of light create rainbows, shadows and natural patterns. Children excitedly remark on the shapes, colours and movement as they share their interest with everyone. Spontaneous opportunities, such as a snow fall, are grasped to extend children's experiences. The children's enthusiasm, along with the childminder's ability to extend their learning through challenging and exciting activities, allows them to develop good habits of independent and inquisitive learners.

The childminder's excellent knowledge and understanding of the underlying principles of the EYFS creates a very firm foundation for children as they follow their individual learning journey and make the best of their abilities and talents. The childminder and her assistant have great respect and high aspirations for each child and this supports and encourages everyone to make good progress towards the early learning goals. Comprehensive observation and assessment procedures monitor children's achievements with numerous documents to track and record children's progress. Children's key strengths and their next steps in learning that require more support are identified and used effectively to inform future planning. Parents are actively involved and included in their child's profile and progress records are completed and shared regularly. The childminder skilfully responds to

children's interests and develops imaginative planning to extend their experiences and learning.

Children learn how to keep themselves safe as they identify routes to strategic locations in the village and find a safe place to cross roads. They learn to follow basic house rules, such as avoiding leaving toys in doorways and responding to 'Stop' immediately. This gives them the tools to deal with safety issues as they grow up. Children learn to make a positive contribution to their community by using and contributing to their local resources. Young children learn to share and take turns and begin to consider the consequences of their actions. Children are encouraged to be good citizens as they learn to behave in acceptable ways, nurture their friendships and develop respect for others. Children's good health is promoted through stringent procedures to prevent the spread of infection. Young children develop independence in their self-help skills as they learn to manage their own personal care in the accessible toilet. Children's good health and well-being is strongly promoted as an integral part of daily life, as children learn about the benefits of following a healthy lifestyle.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----