

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 08/10/2013 |
| Previous inspection date | 02/02/2009 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|  | Previous inspection:    | 2 |
| 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**

- Children make exceptional progress in their learning and development as a result of the childminder's passion and commitment to offering exciting and stimulating experiences that motivate them and drive their enthusiasm.
- Excellent use is made of the outdoor environment as children participate in activities that promote all areas of their learning and development as effectively as they do indoors. This broadens their experiences and encourages exploration, imaginative activity and autonomous play in an exciting environment.
- Children's enjoyment and safety in their environment is fostered through the great trust placed in their ability to assess and manage risk. The childminder adopts a sound, balanced and proportionate approach to risk assessment, keeping children safe as they test out their confidence.
- The childminder extends children's thinking and offers challenge through highly effective teaching and questioning that encourages them to solve problems, work as a team and develop firm friendships in the busy, active setting.
- The childminder works closely with his co-childminder to reflect on the practice and consider the impact on children's care, learning and development, targeting improvement effectively to strengthen the practice.

## 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 practice between the providers, the assistants and the children, indoors and outside.
- The inspector spoke with the adults and children during the course of the inspection.
- The inspector carried out a safety check on the premises, indoors and outside.
- The inspector examined a range of documentation, including policies and procedures, staff records and suitability checks, and children's admission and developmental records.
- The inspector took account of the views and comments from parents spoken with during the inspection and from written documentation obtained by the childminder.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, who is also a registered childminder, two adult children and one child aged 12 years in Church Stretton, Shropshire. Two assistants are also employed at times. The childminding operates from a number of rooms on the ground floor of the home, with additional use of one bedroom on the first floor for overnight care. There is a large, enclosed area available for outdoor play. The family has pet dogs.

The childminder visits the shops and park on a regular basis and engages children in woodland walks and environmental activities. He collects children from the local schools and pre-schools.

There are currently 40 children on roll, 18 of whom are in the early years age group and attend for a variety of sessions. The childminder offers funded nursery education for three- and four-year-olds, and supports children with special educational needs and/or disabilities and children who speak English as an additional language. He operates all year round from 7am to 7pm, Monday to Friday, except Bank Holidays and family holidays. He 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 children's mathematical understanding of time spans further through the use of resources, such as clockwork and sand timers.

## Inspection judgements

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

Children have exceptional opportunities to explore, investigate and discover the world they live in while attending this vibrant and highly effective setting. The childminder uses his own enthusiasm and fervour for learning to extend and challenge children as they test out their skills, confidence and nerve, developing key skills for their future lives. Children sit for the regular circle time, discussing the 'treasures' they have brought from home. Discussions take place about the colour, shape and size of the conker a child has found. Such group time activities are very well paced to ensure that all children can contribute to the discussion, and the childminder is extremely alert to noting any wavering attention. These activities are also planned to promote children's communication and language as

they learn to listen to each other's comments, as well as contributing to the discussions. This is further developed as a game of 'sound lotto' is enjoyed and children work together to identify the sounds on the CD. They recognise many of the sounds quickly, imitating and repeating them accurately. Children refer to the sound of the waves on the beach, and this sparks off another line of interest about past holidays. The childminder is supported in this aspect by his co-childminder, who is extremely interested in how children develop communication and spoken language skills, including children with English as an additional language. Signs and displays around the home promote children's awareness of written language, and some children write their names on work, demonstrating their emerging literacy skills. The childminder is aware of using many activities, such as playing in the mud and noticing the prints left by different children's shoes, as precursors to seeing patterns and developing early writing skills.

Children set off to participate in their chosen activities, digging vigorously in the sand, donning the wellington boots needed by the 'farmer' to set off in the tractor, and trying out their confidence on the climbing frame. They develop their mathematical skills, measuring their growth on the height chart and calculating how many crates will be needed to make the carriages up for the train trip to Africa. The childminder is keen to extend children's awareness and concept of timespans, and is working with the co-childminder to further this aspect. When a child mentions the eight legs on the spider, the childminder asks if the child can remember the difference between spiders' and insects' legs. The answer comes back as six legs on an insect. The child is praised and the childminder knows that a past activity on the recent woodland walk has been effective in extending the child's knowledge. The children had cut twigs in the woods and used a range of tools, under careful supervision, to make holes and insert smaller twigs for the creatures' legs. During colder weather, children built a real igloo, making the snow blocks with large biscuit tins and packed snow, and working with the childminder to construct the shaped dome. Assessment shows the wealth of learning that takes place during such an activity. Children learned about the scientific aspects of temperature and weather, as well as construction and an insight into how other people in the world live. This level of inspired teaching takes place as a result of the very high expectations the childminder and his co-childminder have about what and how children learn. There is a clear understanding of how tapping in to children's interests and learning styles supports effective planning that prepares children well for the next steps in their lives, including their move to school.

Together, the childminders discuss individual children's progress, and work as team to observe and assess accurately so that any gaps in children's achievements are identified and addressed swiftly. The partnerships fostered with parents are extremely positive and they enjoy arriving to see what their children have been up to during their time with the childminder. The childminder takes time to seek detailed information about each child so that their needs can be met and planned for, particularly children with special educational needs and/or disabilities.

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

Children's welfare and well-being are promoted extremely well. They seek out the childminder for reassurance and involvement in their play. This supports the development

of very strong and appropriate attachments as they settle with ease and confidence. Great attention is given to how the childminder uses resources and equipment to develop children's physical skills. He has observed children over the years as they use the much-loved climbing frame to measure the development of their confidence, skill and nerve as they push themselves to climb and stretch. Children were recently asked about renewing some equipment and it was a full consensus that the climbing frame stayed put. Children also revel in testing out their confidence as they climb through the metal fencing, taking the short cut to the upper level of steps. This includes some adventurous toddlers who are supported in testing their nerve in safety with sensitive support from the childminder. Such activities are assessed as being extremely effective in encouraging children's physical development as they learn that being active keeps them fit and healthy. They undertake such activities being mindful of their safety and that of others. The childminder reminds children about looking behind them before gambolling on the gym mats. They also gain skills for the future with regard to becoming aware of safety in their environment, walking to and from school with few pavements and crossing the busy main road with careful supervision.

Children follow very effective personal hygiene routines to reduce the risk of cross-infection. They wash their hands appropriately and use various suitable requisites when out and about engaged in their 'forest school' activities. The childminder holds a relevant food safety qualification and prepares healthy, well-balanced and nutritious meals on a daily basis. Children declare their preferences and the childminder endeavours to meet their requirements through the regular review of the menu. Children are frequently reminded about having plenty to drink during their play, and older children learn to regulate their food and drink intake for themselves. A discussion takes place at lunchtime about the merits of sweetcorn and how it can help children to grow. A child tries to dunk a sandwich into their drink of water and the childminder asks if that is a good idea. The child reminds the childminder that some adults like to dunk their biscuits in their tea, and much laughter ensues at the child's observation.

Children enjoy the social interaction and conversation that takes place during mealtimes. Their good manners are praised by the childminder as he understands how such simple comments raise and promote children's self-esteem. All children show great care and friendship for their peers, despite the wide age range, particularly before and after school. The childminder is skilled in managing the children's behaviour, reminding them to think about the choices they make in their behaviour and consider the consequences of their actions on others. Two children help each other when the 'farmer' gets stuck on his tractor. Together they push and pull until the wheel is out of the dip and the tractor is safely on its way across the garden. Such negotiating skills are valuable lessons to learn as children prepare for the next big steps in their lives.

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

The childminder works extremely cohesively with his co-childminder and their assistants. He is extremely aware of the Statutory framework for the Early Years Foundation Stage and ensures that all requirements are met. This is done as part of the reflective approach

he and the other adults have developed in analysing the impact their practice has on supporting every child in making the best progress they can. His role in the holistic service offered is to plan and engage children in the physical activities and exploring their environment. This is done with great attention to promoting children's safety and welfare. Risk assessments are extremely thorough and rigorous, particularly given the vast range of activities offered to extend children's learning, development and engagement with their environment.

Children's welfare is further assured as the childminder and his co-workers undertake child protection training and update their knowledge of safeguarding procedures regularly. This is collated as part of the joint appraisal and supervision systems followed by the childminder and the co-childminder, ensuring that any concerns would be managed swiftly to safeguard children. The childminder also monitors the recruitment and selection of the assistants, ensuring that robust systems are in place to reassure parents of the adults' suitability, qualifications and passion for the role. Observations and assessments are undertaken jointly so that discussion between the practitioners drives future improvement and enhances outcomes for all children.

The childminder engages in joint self-evaluation with the co-childminder and the assistants. Seeking the views and opinions of parents and children helps to drive forward the vision and development of the care, teaching and learning that takes place. This is a result of the dedication, enthusiasm and commitment from the childminder. Parents appreciate the support and involvement by the childminder in shaping their children's early education as they prepare for the next steps in life. Parents review their children's developmental folders and are encouraged to share these with other settings the children may attend. Highly effective systems are in place to share information between school, the childminding environment and the home, in order to promote consistency of learning and pass on any information regarding children's welfare.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY248397    |
| <b>Local authority</b>             | Shropshire  |
| <b>Inspection number</b>           | 872589      |
| <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>      | 18          |
| <b>Number of children on roll</b>  | 40          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 02/02/2009  |
| <b>Telephone number</b>            |             |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 assesses 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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

