

<b>Inspection date</b>	02/07/2014
Previous inspection date	06/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
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**

- Teaching is inspirational and has a very positive affect on children's learning as the childminder uses a superb range of methods to help children engage with challenging activities. As a result, children make exceptional progress in their learning and development.
- Children's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.
- Children benefit from the highly effective partnerships that exist between the childminder and their parents. Information is regularly shared to enhance children's care and learning.
- The childminder has a wealth of knowledge and experience which she uses exceedingly well to promote children's learning and development across all areas of learning in the Early Years Foundation Stage.
- Children are extremely happy, confident and self-assured in this vibrant and welcoming provision. They have strong attachments to the childminder who is very caring and attentive to their needs. This enables the children to explore their environment with confidence as their emotional well-being is very well supported.

## 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 play and learning activities and spoke to the childminder and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form and improvement plan.
- The inspector spoke with the childminder at appropriate times and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and son aged 17 years, in Bucknell, Shropshire. The whole of the house is used for childminding. The family have gerbils as pets. The childminding provision operates from 7.30am to 6.30pm, on Tuesday, Wednesday and Thursdays, all year round, except for family holidays. There are currently nine children on roll, four of whom are in the early years age range. The childminder supports children with special educational needs and/or disabilities. 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:

- enhance the already well-planned activities to further extend and broaden children's interests, for example, by extending the range of music and dance experiences available to children.

## Inspection judgements

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

The quality of teaching is highly effective. The childminder has a wealth of knowledge and experience of working within the learning requirements of the Early Years Foundation Stage. Consequently, children achieve at a remarkable rate. The childminder consistently achieves high standards across every aspect of her work. She supports all children exceptionally well, including those with special educational needs and/or disabilities. For example, she plans activities to support children's physical development and encourages children to use a wide range of tools, such as pipettes and scissors. Children are intrigued at using new equipment and display high levels of engagement. The childminder uses adult-planned and child-initiated activities to extend children's thinking, interest and learning. For example, when children pour out liquid from a container, the childminder is skilful in asking them to estimate how much half will be. This promotes children's mathematical development and also allows them to become active learners who are encouraged to critically think about solving problems. This is evident as children ask the childminder what a quarter will be and she takes time to explain to them so that they understand the difference. As a result, children are actively engaged in their learning and make exemplary progress across all seven areas of learning. Children and the childminder have great fun as they play and explore using a wide range of materials. Children pretend to be scientists as they mix their own concoctions and explore their senses as they smell different ingredients and manipulate them with their hands. Children's knowledge is expertly extended as the childminder explains about different fluids and how they react

differently when mixed together. Children's language skills are continually enhanced as the childminder effectively models children's speech and extends their learning. Children enjoy singing nursery rhymes and listening to music. However, opportunities to explore different types of music and dance are limited. This does not always encourage children to learn about different types of music and to experiment with ways of changing sounds. Children have fun, laughter and excitement in this highly stimulating provision. Children's work is displayed around the childminder's home and children proudly show visitors their work and explain how they have created it. The childminder provides lots of opportunities for children to ask questions and listens carefully to what they have to say. This supports their emotional well-being and self-esteem.

The childminder shows a genuine interest in children's play and interactions and as a result, relationships are very loving, warm and strong. Children are extremely happy and secure in the childminder's provision. They are animated and confident to interact with visitors and are keen to involve them in their play. Children display high levels of independence. For example, children independently access all resources both inside and outside and only call upon the childminder when they want her to engage with them. The childminder uses her expert knowledge to engage with children and encourage them to extend their learning to the next level. For example, she encourages them to cut up herbs from her garden and teaches them about the different types. Consequently, children are highly motivated and active learners. Children freely engage in many independently selected activities, which they sustain for long periods of time. Consequently, children make exceptional progress in their learning and development.

The childminder identifies and works with children's starting points, which are comprehensively sought from parents during an intensive settling-in period. Observations are carried out which are cross referenced to the areas of learning and shared with parents. Highly successful partnerships have developed over time and this is evidenced by numerous thank you cards and letters. Parents commend the childminder on her professionalism and how their children see the childminder's home as their 'second home'. The childminder is extremely knowledgeable about promoting children's development and this is evidenced as she maintains first class records. Children's personal files contain detailed observations which are supported by numerous annotated photographs and examples of children's art work. They provide a delightful reference to share with parents and the childminder ensures parents are involved in the assessment process on an ongoing basis, as they are invited to comment on activities children have been involved in. The childminder's superior understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move children's learning on. Consequently, children make outstanding progress and are developing first class skills to prepare them for their future learning at school.

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

Children are extremely happy and content to be in the childminder's home. The childminder is highly skilled in helping children settle and feel relaxed. She works closely with parents to ensure all children's needs are known and met. There is an effective

settling-in procedure which allows children to visit with their parents until they are confident within the childminder's home. She listens to their needs carefully and goes a long way in ensuring these are met. The emotional security she provides for children is second to none. She shares close interactions with all children and ensures they are all supported with constant praise and encouragement to achieve their full potential. Consequently, children's personal and emotional development is consistently enhanced as the childminder builds warm and affectionate relationships with them and is continually alongside children as they play and learn.

The childminder introduces visitors into the provision and children quickly begin to enjoy the interaction with new people. The childminder sets clear boundaries for good behaviour and reminds children about appropriate behaviour. Consequently, children are extremely well behaved and polite. Through the childminder's effective policies, procedures and her dynamic teaching, all children flourish in this welcoming environment, taking risks and managing challenges which are relative to their age. Children are allowed to explore the childminder's home independently while the childminder observes their safety, allowing them to identify hazards and dangers efficiently. For example, she allows children to manoeuvre and mount small step ladders so they can independently reach resources. As a result, children learn to manage their own safety very well.

The childminder expertly supports children in developing an understanding of the importance of physical exercise and a healthy diet. Children have free access to daily outdoor activities. This ensures they benefit from regular physical exercise and fresh air. Children benefit from healthy snacks of fresh fruit which they readily consume. Children have access to drinking water to ensure they are not thirsty. The childminder reminds children why they need to wash their hands before eating and after toileting to ensure they understand about good hygiene procedures. Children are actively encouraged to tend to their own toileting needs. This promotes their self-care skills exceptionally well.

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

The childminder has a robust understanding of her responsibility in relation to safeguarding issues and the procedures to follow in the case of any concerns. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The provision is secure and detailed risk assessments confirm that the childminder carries out regular checks to eliminate risk, both around the home and outdoors. The childminder demonstrates a high level of commitment in promoting children's safety and well-being. For example, there are robust procedures in place for ensuring the suitability of household members and the childminder is fully aware of the need to inform Ofsted of any significant events. The childminder has meticulous policies and procedures in place to demonstrate her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is conscientious in keeping up-to-date with relevant training, such as, first aid and food hygiene.

The childminder has fully implemented recommendations from the previous inspection. She now completes detailed risk assessments and her home is now secure to prevent unauthorised access. The childminder evaluates her provision constantly to ensure that children's needs are fully met. For example, a new sand and water tray has been purchased so that children with special educational needs and/or disabilities can access it with ease. She actively seeks parental views about her provision through verbal discussions and the use of questionnaires. This enables parents to elicit their views and preferences. The childminder continually reflects on her provision and can, therefore, recognise her strengths and areas for improvement. Consequently, the childminder is committed to providing a first class provision which she continually monitors to consistently improve children's learning experiences.

Partnerships with parents are exceptional and the childminder gives them opportunities to become involved at all levels. There is excellent communication in place with regard to children's well-being and achievements. Parents are encouraged to be actively involved in their child's learning at home and share information about children's achievements. The childminder has a significantly high understanding of the importance of working in partnership with parents and other providers. This collaborative approach promotes children's learning and development exceptionally well.

### **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	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

<b>Unique reference number</b>	223790
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	818246
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/01/2009
<b>Telephone number</b>	

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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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