

<b>Inspection date</b>	23/10/2014
Previous inspection date	14/01/2010

<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's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding practices ensure that children feel safe and are secure.
- Teaching is inspirational and has a very positive affect on children's learning as the childminder and her assistant use a superb range of methods to help children engage with challenging activities. They have established successful ways to observe children's development and plan for their next steps in learning.
- The childminder places an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their personal, social and emotional development. She is highly motivated in ensuring that children with special educational needs and/or disabilities make rapid improvement in their learning from their starting points.
- Children's emotional well-being is superbly promoted in this homely and welcoming setting. Children are extremely happy, confident and self-assured. They have developed strong attachments to the childminder and her assistant, who work well together to meet children's individual needs.
- Children benefit from the highly effective partnerships that exist between the childminder, parents and other providers. Information is regularly shared to enhance children's care and learning.

## 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 spoke to the childminder and her assistant at appropriate times throughout the inspection. She discussed a range of policies and procedures, including the self-evaluation form and improvement plan.
- The inspector observed children during play and engaged with the children to assess their progress across the Early Years Foundation Stage.
- The inspector sampled children's assessment records and discussed these with the childminder and her assistant, to determine how this informs planning for children's next steps in their learning and development.
- The inspector took account of the views of parents from written records.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant and toured the childminder's home.

## Inspector

Kerry Wallace

## Full report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 11 and 13 years in Trench, Telford. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The childminder works with an assistant and collects children from local schools and nurseries. There are currently nine children on roll, six of whom are in the early years age range. Children attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She supports children with special educational needs and/or disabilities. The childminding provision operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. 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 practice even further by seeking relevant courses to strengthen the already high quality provision, so that children with special educational needs and/or disabilities continue to be extremely well supported.

## Inspection judgements

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

The quality of teaching provided by the childminder and her assistant is outstanding. They use their excellent knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage exceptionally well. They provide children with a huge variety of activities that stimulate and motivate children to learn. For example, children examine food items and explore how different temperatures alter the consistency and structure. The childminder skilfully encourages children to recall this learning as children look at photographs she has taken and placed in their files. Children's communication and language development is extremely well promoted by the childminder and her assistant as they continually engage with children and listen to what they have to say. Children with special educational needs and/or disabilities are supported exceptionally well in this stimulating and caring environment. They are encouraged to be fully involved in all activities and daily routines. For example, children stand up and participate in 'news time' and tell their friends about details of their family life or significant events. This helps to develop children's self-esteem, confidence and speaking skills. There is a clear focus on developing children's prime areas in learning, which ensures that all children make exceptional progress in their learning and development. As a result, children are extremely well prepared for their future learning, such as the move to school.

Educational programmes offer children depth and breadth across the seven areas of learning. The childminder and her assistant have high expectations of themselves and work hard to fully support children's learning. For example, they ensure that photographs from a visit to a farm are promptly printed out and displayed so children can reflect on these and recall events that are important to them. Children learn about different ways of life and begin to understand the meanings of religious celebrations. For example, children make 'dens' out of blankets so they can explore light, they play with torches to enhance their learning of 'Diwali', the festival of light. Children and parents are encouraged to bring in food items to contribute to a 'Harvest hamper' as they celebrate Harvesting. Children's early literacy skills are promoted exceptionally well as they benefit from regular phonics sessions and enjoy learning a different letter and sound each week.

The childminder and her assistant work exceptionally well together to ensure that children's progress is continually monitored and developed. They carry out detailed observations of children, which they skilfully link to the seven areas of learning. Children's next steps in learning are clearly and accurately identified and targeted with purposeful, adult-led activities. Gaps in children's learning are quickly identified and additional support is sought from other professionals to provide children with successful interventions and support. Assessments are precise and sharply focused on ensuring that children make outstanding progress in their learning and development. Information from parents is sought and used to contribute to children's initial assessments. The progress check for children aged between two-and-three years is completed exceptionally well. It is shared with parents to inform them of their children's next steps in learning so they are kept up-to-date and can complement children's learning at home. The childminder seeks the help of other professionals to ensure that children are well supported in specific areas of learning. Daily diaries provide parents with excellent feedback about their children's day and offer a very good way for parents to be fully involved in their children's care. The childminder produces regular newsletters to keep parents well-informed of any planned outings or special activities. Parents are aware of which sounds and letters children are focussing on so that they can support children's learning at home. The childminder provides all parents with daily verbal feedback and has established very good relationships with parents to share information about children. This means that children are very well supported and are provided with continuity in their learning and development.

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

Children are extremely happy and confident in the childminder's provision. The childminder and her assistant are enthusiastic and passionate about providing children with quality learning experiences. The key-person system is fully embedded and successfully meets the needs of individual children. In particular, children with special educational needs and/or disabilities are provided with extra encouragement and support. This means that secure attachments are developed that fully promote children's emotional well-being. The childminder has an excellent knowledge of individual children and uses this to provide a wide array of interesting experiences for them. The dedicated playroom is filled with an excellent choice of resources that are well maintained. The childminder uses her kitchen area to provide children with a fantastic choice of craft experiences. She displays children's art work and photographs of visits to local farms. Children have access

to regular outdoor play and benefit enormously from a well-organised outdoor area. Young babies have a dedicated swing that ensures they are safe and secure. On the whole, the childminder's home provides children with a very stimulating and welcoming environment, which in turn creates a vibrant atmosphere for them as they play and explore.

Parents are very complimentary about the childminder's provision. They comment that both the childminder and her assistant are 'fantastic and do an amazing job'. They appreciate the very good settling-in procedures the childminder has in place. Children are cheerful and content as they play alongside each other. They receive lots of verbal praise and encouragement from the childminder and are delighted when they are awarded stickers for good behaviour. Children take turns playing with toys and the childminder's assistant reminds older children to involve younger children in their play. For example, when children are engaged in role play with the assistant, she encourages all children to enter the pretend 'den'. Children squeal with delight and laughter as they re-enact their favourite nursery story. This teaches children to be considerate to the needs of others and shows them how to include them in their play. As a result, children are very well behaved and play cooperatively together. Pre-school children develop their ability to assess risk and play safely with other children. For example, they are careful around younger children and realise that they may not be as sturdy on their feet.

The childminder collects children from local nurseries and schools. She liaises closely with other providers so that she can extend children's learning and talks to them about children's morning activities. She talks to pre-school children about moving up to school and helps to emotionally prepare children for their future learning. Children learn to develop their independence and self-care skills by beginning to dress and undress themselves for physical exercise. They practise putting their own wellington boots on and learn about being responsible for their own belongings. Children tend to their personal needs as they obtain fresh drinking water from a water dispenser. This helps children to regulate their own thirst and promotes their health and physical well-being. The childminder teaches children about the importance of healthy eating and reinforces this by planning excellent activities, such as making vegetable soup. As a result, children are learning about being healthy and how to promote their own physical well-being.

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

Leadership and management are of a very high standard. The childminder and her assistant have an excellent knowledge and understanding of the learning and welfare requirements in Early Years Foundation Stage. They understand what action to take if an allegation is made against them or a member of their family. They are fully aware of the different types of abuse and the signs and symptoms to look out for. Detailed risk assessments are carried out and supplemented with daily visual checks. Regular fire drills are carried out and fire guards and stair gates are in place to promote children's safety. Children's safety and welfare are given high priority as the childminder underpins her expert knowledge with detailed policies and procedures. Her safeguarding policy gives clear guidance on how to prevent the inappropriate use of mobile phones and cameras in

her provision. Consequently, children's safety and well-being are very well promoted.

The childminder and her assistant are very experienced in caring for early years children. They have identified the need to develop their professional knowledge even further to enhance the support that they give children with special educational needs and/or disabilities. They recognise the importance of seeking specialised support and training to fulfil individual children's needs. There is a clear focus and emphasis on continually raising the quality of teaching and learning experiences for children. The childminder monitors practice on a daily basis. Her good relationship with her assistant allows regular evaluation of activities and routines to be discussed openly and honestly. Together, they discuss how they can maintain and improve the quality of learning experiences for children. This means that the quality of teaching is exceptionally good and meets the needs of all children so that they make outstanding progress.

The childminder has successfully addressed her previous recommendation from her last inspection and now fully involves parents in the self-evaluation process. She shares her Ofsted self-evaluation form with parents and seeks feedback on any areas that they feel could be improved. Parents comment that they are very pleased and happy with the care and learning activities offered to their children. The partnership and communication with parents is exceptionally strong and information is shared in various ways including, daily discussions, newsletters and daily journals. The childminder is meticulous in ensuring that all communication respects children's individual privacy and conforms to the highest safeguarding practices. This joint approach means that all parents and others that care for the children can be kept up-to-date with activities while being confident that children are kept absolutely safe. Links with local schools, nurseries and other professionals, further support the children's exceptional, all-round development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	260882
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	867194
<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>	12
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/01/2010
<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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