

<b>Inspection date</b>	12/12/2014
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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 effect on children's learning because the childminder uses a superb range of methods to help children engage in challenging activities. She has established successful ways to observe children's development and plan for their next steps in learning.
- The childminder has a wealth of knowledge and experience which she uses exceptionally well to promote children's learning and development across all areas of learning in the Early Years Foundation Stage.
- Children have extremely strong attachments to the childminder. They are very happy, confident and self-assured in this homely and welcoming provision. They explore their environment with confidence and their emotional well-being is supported exceedingly well.
- Children benefit from the highly effective partnerships that exist between the childminder and parents. Information is regularly shared to enhance children's care and learning.
- Children's safety and well-being is highly prioritised. Robust risk assessments, stringent safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.

## 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 viewed all areas of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times and observed activities in the downstairs rooms and garden.
- The inspector viewed a selection of relevant documentation, including policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector spoke with children and joined their play throughout the inspection.
- The inspector checked the qualifications of the childminder and evidence of the suitability of all adults living on the premises.
- The inspector carried out a joint observation with the childminder.

## Inspector

Scott Oliver Thomas

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Bridgnorth, Shropshire. The childminder has two dogs, a rabbit and fish as pets. The whole of the downstairs including the rear garden are used for childminding. The bathroom is located on the first floor. The childminder holds an appropriate level 3 qualification. The childminder attends local groups and takes trips out into the local area. The childminder collects children from the local schools and nurseries. There are currently 10 children on roll, five of whom are in the early years age group. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 6.30am to 6pm from Monday to Friday. The childminder is a member of Professional Association for Childcare and Early Years. The childminder receives support from the local authority.

### What the setting needs to do to improve further

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

- extend the already excellent partnerships with schools and other early years settings to further support children's transitions on to the next stage of their learning.

## 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 make rapid progress. The childminder consistently achieves high standards across every aspect of her work. She supports children exceptionally well and uses adult-planned and child-initiated activities to extend children's thinking, interest and learning. Children and the childminder have great fun as they play outside and look for wildlife and listen to the sounds outside. Children learn about living things and this supports their learning of understanding the world. The childminder has high expectations of children; she listens closely to what they say and asks open-ended questions to further their learning. She allows children plenty of time to respond and clearly values their responses. Children with special educational needs and/or disabilities are well supported as the childminder effectively models children's speech and extends their learning and understanding. As a result, children make excellent progress in their development.

Children laugh, have fun and show excitement in this highly stimulating provision. Their artwork is on view, so they gain a real sense of belonging. Children are animated and confident to interact with visitors and are eager to involve them in their play. They are

keen to show them their Christmas creations. Children display exceptionally good levels of independence. For example, children confidently access all resources, both inside and outside, and only call upon the childminder when they want her to engage with them. Consequently, children are highly motivated and active learners. High quality resources are stored in clearly labelled boxes which children can access independently. Children freely engage in many independently selected activities, such as small world play and outdoor play, which they sustain for long periods of time.

The childminder accurately identifies children's starting points, which are comprehensively discussed with parents during an extensive settling-in period. These are used effectively to plan activities to help children make the best progress they can. Ongoing observations are carried out which show how children are developing in all areas of learning. These are shared with parents to fully involve them in their children's progress. Children's learning journals contain in-depth observations, which are supported by numerous annotated photographs and examples of their artwork. They provide a delightful resource to share with parents. The childminder ensures parents are fully involved in the assessment process as they are invited to comment on activities children have been involved in. The childminder's superior understanding of child development ensures that she is constantly thinking about how her teaching can move children's learning on. Consequently, children make outstanding progress in their learning and development and are developing first class skills and attitudes to prepare them for school.

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

The childminder is highly skilled in helping children to settle quickly into the provision. She works closely with parents to ensure all children's needs are known and met. There is a very effective settling-in procedure, which allows children to visit several times with their parents until they are confident within the provision. She listens to their needs carefully and goes a long way to ensure these are met. Children are extremely happy and secure with the childminder. They go to her for reassurance and are rewarded with warmth and affection. Consequently, children's emotional well-being and self-esteem is promoted exceptionally well. The childminder shows a genuine interest in children's play and interactions and as a result, relationships are very loving, warm and strong. The emotional security she provides for children is outstanding. For example, she offers cuddles and praise to children to reassure them. She builds warm and affectionate relationships with them and is continually alongside them to support them as they play and learn. Consequently, children's personal and emotional development is consistently enhanced.

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 children clearly understand what is expected of them as they are extremely well behaved and polite. Through the childminder's effective policies, procedures and her dynamic teaching, all children flourish in this welcoming environment. Children are allowed to explore the provision independently, while the childminder observes their safety, allowing them to identify hazards and dangers for themselves. For example, she supports them to take risks and manage challenges which are relative to their age. She reminds

children not to run inside with no shoes on as they will slip. As a result, children effectively learn about managing their own risks and being safe. The childminder takes children to the local school and this allows them to become familiar with the school environment, helping to prepare them for their future learning.

The childminder expertly supports children in developing an understanding of the importance and benefits of physical exercise and a healthy diet. Children have free access to daily outdoor activities. This ensures they benefit from opportunities to be active in the fresh air. The childminder provides children with excellent outdoor facilities that include chucks for making marks, balls, ride-on toys and a bubble machine. She has a superb understanding of how to promote children's learning in the outdoor environment. For example, she draws goal posts for children to develop their interest in football and to enhance their skills at kicking a ball accurately. Children enjoy splashing in puddles and chasing bubbles, trying to reach them as they get higher and higher. The childminder provides children with regular healthy snacks and they have access to drinking water throughout the day. She is careful to protect children from the cold wet weather and talks to them about why they need to wear a coat and wellington boots. Children's independence skills are promoted exceptionally well as they actively fetch their wellington boots and put their own shoes on with some assistance from the childminder.

### **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 about a child in her care. 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 minimise risk, both around the home and outdoors. The childminder demonstrates a high level of commitment to 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 regularly updated policies and procedures in place to demonstrate her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is conscientious and keeps up to date with relevant training, such as first aid and food hygiene. She actively seeks new methods of supporting children with special educational needs and/or disabilities to ensure they are well supported. The childminder uses this knowledge to enhance her practice to promote children's learning and development.

The childminder has fully implemented recommendations from the previous inspection. She now maintains a robust record of all fire evacuation drills carried out on the premises. The active involvement of parents is encouraged through the use of home-link diaries and regular verbal feedback to elicit their views and preferences. This shows that the childminder is committed to providing a high quality provision that meets the needs of all children. The childminder continually reflects on her provision to recognise her strengths

and areas for improvement. For example, she has started to use new methods to support children's communication and language development to ensure their needs are fully met. She is enthusiastic about the development of her practice and is keen to embark on further professional development to strengthen this. 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 children's learning at home and to share information about their child's achievements. The childminder effectively communicates with parents using two-way diaries. She is able to share observations and details of future planned activities with parents. Parents value these and comment on how informative they are. Parents make comments on items sent, and this ensures there is an excellent flow of communication present. As a result, children's learning is well supported at home. The childminder has a significantly high understanding of the importance of working in partnership with parents and other providers. However, the childminder is continuing to develop her partnerships with local schools and nurseries to share even more information about children's progress prior to them starting.

### **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>	223777
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	854655
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2008
<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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