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|--------------------------|------------|
| <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 excellent progress in their learning and development because the quality of teaching is exceptional in identifying children's individual interests and learning styles. This is supported as a result of the highly effective precise assessment and planning for individual children.
- Children have exemplary support in developing communication and language skills as the childminder has a robust knowledge of this area of learning, encouraging this through verbal and non-verbal teaching, so that all children make superb progress.
- Children are highly confident and independent learners, showing excellent cooperative skills when managing their environment as they work very amicably and show consideration to one another as they play.
- Partnerships with parents and other agencies and professionals are highly effective in knowing and meeting children's individual needs.
- Monitoring of all aspects of the practice is rigorous, resulting in a provision that safeguards children's welfare exceptionally well. The childminder continues her professional development with fervour and passion, driving forward improvement for every child and their family.

## 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 childminder, the assistants and the children indoors and outside.
- The inspector spoke with the childminder 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 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, their two adult children and 12-year-old child in Church Stretton, Shropshire. The childminder co-childminds with her husband, who is also a registered childminder. Two assistants are also employed at times. The childminder is also registered to provide childcare on domestic premises 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 some dogs.

The childminder visits the shops and park on a regular basis and engages children in woodland walks and environmental activities. She 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, supporting children with special educational needs and/or disabilities and children with English as an additional language. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a BA (Honours) degree in 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, for example, the use of resources, such as clockwork and electric timers.

## Inspection judgements

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

Children have wonderful opportunities to learn and develop in this highly stimulating and vibrant environment. Planning, observation and accurate assessment are extremely effective in ensuring that the childminder knows each child well and is able to clearly identify where a child may require additional support, challenge and extension, in order to reach their full potential. She is very adept in supporting children in developing the key skills and capacities necessary for their future lives and in particular, being ready for

school. This is done in very close partnership with parents, who contribute verbally and with written comments in children's daily books and when specific summary assessments are being completed.

Children explore, investigate and make wonderful discoveries about their world as they relish the learning opportunities provided. The childminder works exceptionally well with her co-childminder and their assistants, to nurture children's desire to test out their confidence, skills and nerve. Climbing the raised platform outside, children call to the childminder as they run the cars down the plastic guttering, which they have secured against the fencing. Babies and young toddlers have wonderful opportunities to discover the properties of sand and water, delighting in making mud pies and noticing the marks they make in such media. The childminder uses highly effective teaching and questioning to extend children's learning. They learn how to compare amounts and volume in their everyday play and older children calculate the number of cups required for snack time. There is scope to extend children's mathematical development further, such as considering the use of electric or clockwork timers to indicate timespan.

The childminder is exceptionally interested in how children develop their communication and language skills, acknowledging both verbal and non-verbal strategies. This particularly supports children with emerging language skills and children where English is an additional language. Every opportunity is used to promote this aspect, including routines, such as snack time when asking children about their choice of drink. The childminder ensures that she gains each child's full attention before asking questions. For example, she makes eye contact with children, uses their name and then continues to speak with them. They hone their listening skills very well as they delight in the sounds of the lotto game and the childminder ensures that each child has equal opportunity to declare their recognition of the various sounds. The childminder has also researched the many ways in which children do communicate, particularly babies and young toddlers. She supports and reassures parents in explaining that behaviour, such as biting, can be a form of communication, just as crying and being particularly quiet, at times, can indicate children trying to express their feelings. Some older children show their emerging literacy skills as they start to 'write' recognisable letters for their names and recognise some of the wonderful signage round the home. They enjoy story time with the childminder, as she uses her voice and intonation to gain children's attention. They join in with familiar repeated phrases in the story and the childminder ensures that each child is able to contribute in their own way.

Children discover cause and effect as they operate pop-up toys, press the flaps and jump with surprise when the shapes emerge suddenly. Older children delight in sharing their enjoyment of the visit from the animal man, talking very articulately about the various animals, insects and arachnids they saw and handled. They search out the various bugs to be seen in the garden, scrambling along behind the hedging and use some of the plants in their imaginative play. Dried seeds, leaves and mud become 'apple pie with red custard' and the concoction is 'served' with panache to visitors. The logs and crates become trains, stepping stones and are used to construct 'castles' as children develop their imagination and learn to cooperate and compromise in their play. Such positive experiential learning is a result of the childminder and her co-childminder working together to encourage children to find their own ways of doing things and work out their own solutions to problems. This also contributes to the development of children's critical thinking, honing key skills for their

future education and learning.

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

Children thrive in this provision as they are highly valued and respected as individuals. They develop a very strong sense of belonging with the childminder through her sensitive interaction with them. Children form trusting bonds and attachments with her, the co-childminder and the assistants and are extremely happy and settled in their company. The childminder works very positively with parents and carers, developing highly effective two-way communication between herself and the families. Consequently, she has a very clear understanding of parental requirements and children's individual needs. Sleeps routines are followed carefully with stringent checks made to ensure their safety and well-being. The childminder also uses such home-based routines to engender a sense of responsibility in older children. She reminds them about being a little quieter in their play after lunch because some younger children are asleep. Children learn to consider the needs of others as well as their own. They also work together very cooperatively as they help each other in their play and find additional resources for each other. These are valuable skills children need for managing the next big steps in their lives, particularly as they go through school. This is managed very well as information is shared with other settings and children are well prepared for the changes ahead.

Children's health and physical development are extremely well promoted. They are very active, indoors and outside during the whole year. They benefit from the childminder and her co-childminder's commitment to offering experiences that test, stretch and challenge them. The much-loved climbing frame is a wonderful resource, used by the childminder to indicate how their co-ordination develops. Recently, children were involved in discussing the possible purchase of new equipment and there was a firm consensus that the climbing frame stayed. Children become aware of their own safety guided by the childminder as she instils an awareness of risk assessment. She puts well-placed trust in children as they identify and manage hazards and the ever-present risks in everyday life. The rural location means that a concerted effort is employed to support children in crossing roads, walking in and around the local area and managing their own risk assessments. Children use tools and equipment with increasing skill and dexterity as they become independent, confident and relish the trust placed in their abilities by the childminder. Their access to a vast range of wonderful resources is assured, so that every child can make choices and become independent learners. Older children, in particular, love the opportunity to access the summer house, which enables them to feel that they can be 'on their own' while the childminder is fully aware of their activity and safety, albeit very discreetly.

Snacks and meals are thoroughly enjoyed as social occasions. Children sit together and animated discussion takes place as they consider the healthy options and foods that make them grow big and strong. Any specific dietary needs are known and catered for with ease and in close partnerships with parents. For example, where parents may be concerned about some possible food intolerances, the childminder keeps a detailed record of what children have eaten and any possible reactions that may occur. Children talk about milk being good for their bones and teeth and attend to their own personal hygiene and care

independently. The childminder encourages good manners and children are praised for their behaviour, raising their self-esteem. Any minor accidents and injuries are managed efficiently and parents are kept fully informed of any such incidents.

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

The skills of the childminder are extremely evident as she confidently implements her knowledge, passion and enthusiasm for the role in a very natural and inspired way. This supports the excellent opportunities offered to every child in this exceptional setting. The childminder is part of a very strong and cohesive provision where the rapid promotion of children's care, learning and development is at the heart of the planning and practice. Parents are reassured of their child's safety and welfare because the childminder implements rigorous and very robust systems to ensure that adults working with the children are well qualified, experienced and have undergone the vetting procedures to assess their suitability. The childminder has an extremely secure knowledge and understanding of safeguarding and ensures that child protection training, policies and procedures are reviewed and updated to ensure that any concerns about a child in her care would be managed swiftly and correctly.

Children with special educational needs and/or disabilities are extremely well integrated into the setting and the childminder works very closely with parents and other professionals to ensure that their individual needs are met. This includes making any necessary adaptations to the environment or planning of activities to ensure that every child enjoys their time and experiences all the childminder has to offer. Risk assessments are extremely thorough and ensure that children are safe, secure and happy, both on and off the premises.

The childminder takes great pride in the role she and her co-childminder and assistants play in children's lives and the foundations built for their future. This is supported by her strong leadership and ability to reflect on the impact the practice has on children's progress. This leads to a collaborative approach developing between the setting and the families, in order to plan, observe and assess each child accurately and ensure they make as much progress as possible. Parents express their absolute faith and trust in the childminder, appreciating the opportunities to discuss their child's progress whenever they wish. They speak in glowing terms of how they cannot fault the childminder and her fellow practitioners. Parents firmly believe that their children's needs, characters and interests are known by the childminder. They also deeply appreciate the fact that this depth of learning and development takes place in an environment that is 'not a pre-school classroom, but a wonderful, busy family home'. They comment on how they know that the children learn through their play and are 'allowed to be children, enjoying what life has to offer', which prepares them well for the next steps in their lives.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>     | EY221833    |
| <b>Local authority</b>             | Shropshire  |
| <b>Inspection number</b>           | 872478      |
| <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>            |             |

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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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