

Inspection date	28/04/2014
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	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

- The quality of teaching is consistently of a very high quality, often inspirational, because the childminder uses skilful questioning to encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and very eager to learn.
- The childminder provides a rich variety of challenging activities in an exciting and extremely stimulating learning environment. This results in children who are actively involved in their learning, making excellent progress.
- The childminder provides a highly effective secure, safe environment, so that children feel safe in her care and build significantly strong attachments.
- Children's emotional well-being is given a high priority from the outset. As a result, they are happy, settled and confident to explore their environment, preparing them extremely well for the next stages in their learning.
- Partnerships with parents are prioritised and highly valued by the childminder. As a result, opportunities for parents to share information about their children and to become actively involved in their children's learning are promoted continuously.

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 activities and the childminders interaction with children both indoors and in the outdoor environment.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector examined a representative sample of children's records, policies and procedures and safeguarding children documentation.
- The inspector took account of the views of parents spoken to on the day of inspection and parents comments recorded in the childminders documentation.

Inspector

Patricia Pickens

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage children in a semi-detached property in the town of Oswestry, North Shropshire. A conservatory, kitchen, lounge and a downstairs bathroom are used for childminding. The family has one pet, a dog.

The childminder attends a toddler group and activities at the local library. She visits the shops, cafes, and parks on a regular basis. She collects children from the local schools. There are currently 11 children on roll, five of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 6.45am to 6pm, Monday to Friday, except 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:

- consider enhancing the already excellent resources in the outdoor environment, for instance, by providing opportunities to promote children's use of numbers and mark making, to further develop their early numeracy and literacy skills during outdoor play.

Inspection judgements

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

Children are enthusiastic, highly motivated explorers of this exciting stimulating environment. They are confident learners who are able to solve problems and make decisions to develop their own ideas, to try new things and take risks to succeed. The quality of teaching is consistently of a very high quality. Children are supported by the childminder who values their opinions and ideas so much that activity planning is varied and changed by the children themselves. This leads to exciting, challenging and interesting play experiences for all children. For example, children express their interest in building and construction and make intelligent links from real life events to their play. An absorbing activity follows in the outdoor environment using a large sand tray filled with compost, spades and trowels. Children put on hard hats and fluorescent jackets and excitedly start to dig. They agree, 'we look like real builders,' and become instantly engaged in their work. Children lift compost in small diggers, transporting large loads to nearby trucks to drive the compost across the building site. Tractors with shovels are driven up and down the busy building site, to convey more and more materials to build

the new food store children had observed nearby. Interaction between the childminder and the children is inspirational as they learn new words relating to building; they dig, transport, carry heavy loads, work hard and construct, busily absorbed in their task. Children solve their own problems of where to move materials and which vehicle is most suitable. They are very creative in their play and enthusiastically embrace the challenge of where to build, how much compost is needed, how many bricks to use. Children discuss and share ideas, solve their own problems and find successful solutions. Children are well motivated, very eager to join in and consistently demonstrate their ability to be creative, think critically and sustain their thinking over a period of time. The childminder values children's achievements highly, taking a photograph of each child as they stand proudly beside their construction vehicles.

Exceptional educational programmes have depth and breadth across all areas of learning enhanced by a range of innovative resources to create stimulating exciting play activities for children. The childminder has very high expectations of children. Using her expert knowledge of the areas of learning and a clear understanding of how children learn, she provides rich, varied and imaginative experiences for the children. The playroom is colourful and inspirational, and children are fully involved in initiating their own play experiences and organising resources, supported by the childminder who values children's preferences and interests. There are separate areas of learning, enabling children to move independently between activities. In the reading area, there are a rich variety of books on display, enhanced by puppets and soft toy characters from familiar stories. The childminder has designed and created a series of story sacks, filled with wonderful additional fun resources to bring children's stories alive from the printed page to fire the imagination, as children act out the story with innovative props. This includes a cultural story of an African girl and her walk through the jungle carrying an exotic basket of fruit on her head. Bilingual books in Polish and English compliment children's cultural language and enrich children's understanding of the world. Although there are already excellent resources in the outdoor environment, there is scope to enhance opportunities to promote children's use of numbers and mark making, to allow children to express themselves and acquire further early numeracy and literacy skills during their play.

Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. For example, children's individual progress is consistently shared with parents, starting with an effective use of the progress check at age two. This ensures all children, including those with English as an additional language, are progressing exceptionally well towards the early learning goals and any gaps are closing rapidly. Children are working within the typical range, with some exceeding levels of development for their age. Communication and language development is effectively supported through songs, stories and literacy. For example, children cuddle close together seated upon a garden seat with the childminder to enjoy a familiar story outdoors. The childminder reads stories with enthusiasm, which captivates children's attention. This promotes their personal and emotional development at an early age and strengthens attachments with adults. Children participate in a school readiness programme accompanied by the childminder at the local school. In this way, children are

developing much confidence and independence in key skills and are exceptionally well prepared for school.

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

The childminder is highly skilled and sensitive in helping children of all ages form secure emotional attachments, she provide a strong base for helping them develop their independence and ability to explore. Right from the start, settling in procedures for new children are extremely well embedded and effective through discussions with parents to meet individual family needs. Parents are very complimentary about the high level of care the childminder provides. They say, 'my children adore her, they love spending time at her house.' One parent said, 'the time my child has spent here has turned out to be more special than I could imagine, what more could any mother want for her child being cared for by someone else'. Children demonstrate they feel a strong sense of belonging and security in the childminders home. They are actively encouraged to develop independence and to care for their environment. Children are supported in keeping themselves and others healthy by learning to address their own personal needs. For example, they are supervised in the safe use of the toilets, encouraged to wash their hands, dress themselves and hang coats on their own pegs. This promotes well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding.

Children increasingly show high levels of self-control during activities and confidence in social situations. For example, during mealtimes, children serve one another healthy choices, pour drinks, lay tables and are proficient in the use of social manners. Established routines ensure children form happy, secure attachments with staff and each other. The childminder models and consistently gives clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst children and their peers.

Children are developing an excellent understanding of how to manage risks and challenges relative to their age. In the garden before lunch, children enjoy vigorous play in the fresh air. In this way, the childminder actively promotes physical development and a healthy lifestyle. There is a highly stimulating environment with child-accessible resources that promote learning and challenge children both in and outdoors. Children run and chase bubbles in the air. They ride tricycles, scooters, play football and run races, challenging one another in a light hearted, competitive way. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. They spontaneously track the flight of a helicopter in the sky, listen with curiosity to the sounds of birdsong, aircraft and cars and lorries using the distant roadway networks. Children's safety and safeguarding is central to everything the childminder does. She effectively supports children's growing understanding of how to keep themselves safe and healthy. Tall, secure fencing and locked gates enclose the garden. A variety of mature trees provide natural shade from direct sunlight, encouraging children to sit in small social groups to forge lasting friendships with their peers. In this way, children are extremely well prepared emotionally and socially for the next stage in their learning journey, including school.

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

The pursuit of excellence in all of the childminders activities is demonstrated by an uncompromising, highly successful and well documented drive to strongly improve achievement for all children over a sustained period of time. The safeguarding and security of children are a clear priority for the childminder who ensures rigorous risk assessments, both indoors and outdoors, are in place daily to ensure children are safe and secure at all times. She is able to demonstrate an excellent awareness and understanding of potential harm to children and confidence in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the childminders care, as they share concerns with her with ease. Visitors are challenged and their identity checked. Security arrangements and effective procedures are in place to ensure children's safety. For example, the children participate in regular fire evacuation procedures with the childminder, who maintains close supervision of children in the wider outdoor environment and ensures children leaving the premises are collected by parents or authorised adults.

The childminder has an excellent understanding of her responsibility to ensure that her provision meets the safeguarding and welfare; and learning and development requirements of the Early Years Foundation Stage. She is an inspirational provider, who has a clear view of how to drive forward improvements for the benefit of children entrusted to her care. For example, an astute and targeted programme of professional development has been put together by the childminder, jointly with other local childminders, to ensure she is constantly improving her already first-rate understanding and practice. A high quality professional website has been created to enhance parents' knowledge and understanding of services offered, check availability and to ensure effective contact with childminders. This results in children making excellent progress because of the high quality of teaching and learning experiences they receive from the childminder, who is highly enthusiastic and committed to achieve outstanding performances in all areas. The childminder has an excellent overview of the educational programmes in all areas of learning.

Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the childminder, parents, external agencies and other providers. This means that children are fully supported in their learning now and in the move into schools in the future. Parents value the contributions the childminder makes to their children's learning, they feel their children are safe and cared for by, 'a very caring, honest, and creative person.' One parent said, 'I am extremely comfortable in the knowledge that my child's childminder is capable of looking after my child to a high level of care'.

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	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

Unique reference number	EY297296
Local authority	Shropshire
Inspection number	872974
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	10/10/2008
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

