

Inspection date	13/03/2014
Previous inspection date	03/11/2008

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 childminder is pro-active in developing her service. She acts on advice and attends training to enhance her knowledge. As a result, her plans for improvement are precisely targeted to strengthen her practice so that children make exceptional progress in their learning.
- Teaching is securely based around the childminder's robust knowledge of the Early Years Foundation Stage. She makes excellent use of opportunities to promote children's learning through play and structured activities.
- The childminder has an excellent understanding of how to promote the health and safety of children in her care. Well-established routines enhance all aspect of children's personal care skills.
- An excellent partnership exists between the childminder and parents. This enables parents to become highly involved in their child's welfare and learning both at home and in the childminder's care.
- The childminder has an excellent comprehension of the safeguarding and welfare requirements. Consequently, children's safety is given the utmost priority due to her understanding her role and responsibilities in safeguarding children.

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 the childminder's interactions with the children and activities in the conservatory and lounge.
- The inspector held discussions with the childminder and spoke to children during the inspection at appropriate times.
- The inspector looked at children's assessment records, planning, risk assessments and a number of policies and procedures.
- The inspector took into account the views of parents from recent questionnaires.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three children aged 10, eight and seven years in a house in Muxton, Telford. The whole of the ground floor, four bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at local facilities. She collects children from the local schools and pre-schools. There are currently 10 children on roll, four of whom are in the early years age group and all attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and the local childminding network group.

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 excellent learning outdoor area by offering enriched opportunities for children to see even more text in the already outstanding learning environment.

Inspection judgements

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

The childminder promotes excellent learning outcomes for children in the Early Years Foundation Stage through highly innovative and inspiring learning opportunities. Children's individual needs are met exceptionally well as the childminder works very closely with parents from the onset to ensure they are all included. This supports and acknowledges children's uniqueness as a priority. Children are highly motivated and enthusiastic in the rich and imaginative environment where they share a warm and friendly relationship with the childminder. The childminder monitors children's learning through effective systems to ensure that her teaching motivates the children and they are able to make rapid progress through optimal challenges. For example, she continually observes the children, making notes in their communication books, which are shared with parents. As a result, this has an excellent impact on children's learning. The childminder displays a robust knowledge of the learning and development requirements and an excellent understanding of how children progress and develop. Parents are fully involved in their child's learning as they actively contribute to their learning journeys and termly reports. They also contribute information about their child's achievements outside of the setting and any new interests to ensure that children benefit from continuity in their care and learning.

Children are encouraged to learn to share toys and play together to promote their social skills in preparation for later transition to nursery and school. For example, regularly

attendance at local groups enables the children to mix and socialise on a larger scale. They particularly enjoy the music and movement group where they sing along to favourite nursery rhymes, recalling these at the childminder's on their return. As a result, children make excellent progress in their personal and social development skills. The childminder's home is well organised to ensure children are able to initiate their own play using a variety of developmentally-appropriate equipment. There is scope to enhance the already word-rich environment, by extending this further in the excellent outdoor area. Children's confidence and communication skills are given the upmost priority by the childminder. She continually talks to the children offering them a running commentary and extending their vocabulary with open-ended questions. For example, while the children pretend to take their babies for a walk in the pushchair to the shops, the childminder asks them what they are going to buy from the shops. This is extended into questions about healthy and unhealthy foods as they further develop their understanding of healthy lifestyles and diet while thinking about different foods.

All children are able to choose their own resources from the easily accessible and large range available. Children are very well motivated and eager to join in as they demonstrate all the characteristics of effective learning. For example, the childminder is highly skilled at questioning children during routine activities to support and challenge their thinking. Children display high levels of concentration and interest as they watch the childminder 'mime' and gesture positional language, such as 'big and small', 'under and over' and 'narrow and wide'. This increases their communication and early language skills as they position their bodies and hands into the different shapes. When taking the children upstairs for sleep time, the childminder supports children in their counting skills as they count the stairs. The childminder praises them as they correctly count up to 10. All children are able to select books and cuddle up with the childminder to listen to the story. The childminder extends the story as they talk about the colour and shades of the animal and later they create a mask as a prop to help bring the story alive.

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

The childminder has a calm and patient manner and gives the children her individual attention. This helps to ensure that each child feels valued, special and unique. In turn, they are able to build trusting bonds and significant attachments. The childminder's professional and caring approach ensures that parents are reassured when their children first start. As such, children settle easily and gain confidence. Prior to starting, parents are offered an opportunity to visit and discuss policies and procedures and settling-in periods to ensure children's emotional well-being is given the utmost priority. Pre-arranged settling-in sessions helps children to make the smooth transition from home to the childminder's care. This helps children to settle quickly and parents to feel comfortable in leaving their children.

Children display excellent behaviour due to the strong bond and consistent approach from the childminder. They know and understand the boundaries and listen to the childminder extremely well as explanations from the childminder are clear. Children move freely around the childminder's home and enjoy choosing resources to play with, which promotes their confidence and independence. Children's artwork is displayed in their

learning journals. This helps to raise their self-esteem, as well as enabling parents to see their child's own work. Children show a very good awareness of their personal safety as they move independently around the house from the conservatory into the lounge, negotiating steps and doorways.

Healthy lifestyles are well promoted as the childminder has given excellent consideration to providing children with healthy meals and snacks. Children are encouraged to eat a healthy diet and individual dietary needs are constantly met following discussions with parents and detailed information kept on children's specific needs. Children learn to develop excellent independence skills as the childminder teaches them to make their own decisions and solve problems. For example, when sitting at the table for lunch, children are able to choose the filling for their wrap, spreading their own butter and creating their own individual lunch. Children regularly enjoy outdoor play. Rich and imaginative experiences are provided as they create their own garden area where they plant flowers as they learn about growing, trying out new activities and risk taking outside using garden equipment. Weekly swimming sessions support children's development further as they move and stretch their bodies beginning to understand about physical development. For children who need a rest or a sleep during the day, there are cosy areas and individual cots where they can safely and comfortably sleep.

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

The childminder has a comprehensive range of policies and procedures in place to underpin her outstanding practice. Safeguarding of children is given high priority as the childminder attends regular training and is aware of her role and responsibility should she have concern over a child in her care. The childminder's safeguarding policy includes the appropriate use of mobile telephones and cameras in the setting to ensure the protection of children at all times. The premises are secure and the childminder adheres to her ratios at all times to ensure that children's supervision is given utmost priority. The childminder has written risk assessments in place and she is able to discuss how she has identified and minimised potential hazards to ensure children's safety. These are reviewed on a regular basis to address any changes that might occur in the care of individual children. All of this means that children are kept safe and well supervised at all times.

The childminder has a clear commitment to improving the service she provides. She can identify her strengths and areas for development. The childminder regularly attends training and receives support from the local authority, in order to update her knowledge and understanding. As a result, this has had a significant impact on the quality of her practice, which benefits children's learning. The childminder monitors the effectiveness of her provision well to support long term improvement. She has recently joined the local childminder's network group to improve her practice and through support from the local authority. Regular evaluation and assessment of the depth and breadth of the educational programme offered ensures that the childminder is delivering learning exceptionally well. Close and accurate monitoring of children's progress helps her to identify any gaps or differences in children's learning and act on this immediately. As a result, all activities are planned to significantly enhance and challenge children through the childminder's

excellent understanding of children's individual interests and aptitudes.

The childminder demonstrates through discussion a clear understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions are taken for children who may need additional support. The childminder cares for children who attend other early years settings. She is aware of the importance of engaging in professional working relationships with other providers, such as liaising daily with teachers to ensure transitions are smooth and children are fully supported. Parents are actively involved in their child's learning and their views and comments are requested and taken on board. For example, regular questionnaire include comments that their child has thrived at the setting, and they are very happy with the care their child is receiving.

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	EY358409
Local authority	Telford & Wrekin
Inspection number	955000
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	03/11/2008
Telephone number	

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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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