

Inspection date	15/01/2015
Previous inspection date	31/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder provides a safe environment as she takes effective action to ensure the safety of the premises, indoors and outside. She knows how to safeguard children and where to refer any concerns she may have about the well-being of a child in her care.
- The quality of teaching is good. As a result, children make good progress in their learning and development.
- Children are happy and settled in this welcoming home and have good attachments to the childminder, who is attentive to their needs. Children explore the environment with confidence as their emotional well-being is well supported and they behave well.
- The childminder has good partnerships with parents to enable frequent sharing of information. This promotes a consistent approach towards children's care and learning.
- The childminder has a good understanding of the strengths and weaknesses of her setting and involves parents and children in the evaluation process.

It is not yet outstanding because

- On occasions, during adult-led activities, the childminder can be reliant on pre-printed formats rather than encouraging children's spontaneous creativity and artistic development.
- The childminder has not fully developed a system to consistently exchange information on children's next steps with other settings that children attend, to enhance continuity of learning between settings.

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 with the childminder at appropriate times during the inspection and examined documentation covering safeguarding, policies, medication procedures and accident forms.
- The inspector looked at a selection of children's records, including observations, assessments and planning documentation, policies and procedures, and a range of other documentation.
- The inspector observed children as they played in the childminder's home.
- The inspector checked the childminder's self-evaluation document, evidence of the childminder's qualifications and training, and suitability for all adults in the household.
- The inspector took account of the written views of parents.
- The inspector checked all areas of the home used by the childminder for childminding and examined the childminder's risk assessments.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Telford. The whole of the ground floor of the house is used for childminding. The family has a fish as a pet. The childminder takes children to and collects children from the local schools. There are currently five children on roll, all of whom are in the early years age range. They attend for a variety of sessions. The childminding provision operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- explore different ways to fully maximise children's spontaneous creativity and artistic development during adult-led activities
- make better use of opportunities to share information with other settings children attend, in order to provide an even more cohesive approach to children's care and learning.

Inspection judgements

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge to observe and effectively plan for children's individual learning needs. The childminder has discussions with parents prior to children joining her to find out about each child's interests and what they like, know and can do. The childminder has ongoing discussions with parents. She provides them with information regarding their child's next steps in learning and the progress their child has made towards these. She successfully engages all parents in their children's learning, and includes information she gains from them to plan activities for the children. The childminder shares information with parents about their child's achievements, through the use of a 'learning journey' folder. She observes the children, takes photographs and makes informative notes, which she places in children's 'learning journey' folders. The childminder uses this information to assess children's progress to help her to identify any gaps in the children's learning. Good priority is given to the prime areas of learning for children under two years of age. As a result, children make good progress in their learning and development. The childminder completes the required progress checks for children aged between two and three years, and provides a written summary to parents. Her assessment of children's development provides relevant information for parents and for partner professionals who monitor children's progress,

such as the health visitor. This effectively promotes a consistent approach towards children's care, learning and development, and helps to keep parents informed of their children's progress. This means that any gaps in children's learning are identified and targeted, and early intervention can be sought if needed. The quality of teaching is good. Children learn through purposeful activities that link to the seven areas of learning. These are carefully planned to support children's interests and learning preferences. The environment enables children to initiate their own play as they choose their own resources from an excellent selection of easily accessible toys. Babies are able to explore and investigate because their toys are stored in suitable containers on the floor, or on low tables that they can reach.

The childminder effectively supports young children's development of communication and language skills through everyday routines and planned activities. For example, she names objects and colours and narrates what she and the children are doing. Furthermore, she listens to what children say and repeats their language back to them. By employing these strategies, the childminder provides a good language model for young children to follow as they are learning to talk. Babies' communication skills are promoted well because the childminder talks to them constantly and always acknowledges any vocalisations they make. This reinforces that their vocalisations are important and, subsequently, they increasingly experiment with sounds. Children's confidence, communication and physical skills are promoted as they take an active part in singing action and number rhymes. They have access to many books to ensure that they see words in print and to promote their early literacy skills. Children are encouraged to learn about numbers and shapes through creative activities. However, on occasions, the childminder can be reliant on pre-printed formats, rather than encouraging children's spontaneous creativity and artistic development.

The children enjoy story time with the childminder. She uses this opportunity to promote their mathematics, language and thinking skills. The childminder asks the children to count the characters as she reads through the book. Children are completely engaged in the activity and squeal with delight as they open the flaps and find the characters inside. The childminder asks the children questions, such as 'who could be under here?' This helps to promote their thinking skills and language development. She encourages older children to point out the letters they recognise, which promotes their literacy skills. Young children enjoy the childminder's involvement in their play as they explore and investigate electronic toys, pushing buttons and turning wheels. The childminder is aware of children's individual interests and ensures that resources to match these are accessible. As a result, children make good progress and gain the skills that they need to be ready for next stage of their learning including school.

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

Well planned settling-in sessions are tailored to meet the children's individual needs from the onset of their placement. This supports children's emotional security. Consequently, children are well-settled, develop good relationships with the childminder and enjoy and their time in her home. Children are confident in the presence of visitors and eagerly engage them in their play. The childminder supervises the children very well whilst, at the

same time, she skilfully supports the children to develop their independence and self-help skills. The childminder has a calm, caring and patient manner and she gives the children individual attention, which helps to ensure that each child feels valued. Children move freely around the childminder's home and enjoy playing with the many resources available.

The childminder teaches children to share and be kind to one another. She gives consistently clear guidance for children about what is acceptable behaviour. The childminder reinforces children's positive behaviour with praise and encouragement, which raises their self-esteem. As a result, children are happy and behave very well, especially given their young ages and stages of development.

Children's good health is promoted well. The childminder works in partnership with parents to promote healthy lifestyles. She liaises with parents, so that children come to her home each day with healthy and nutritious meals and snacks. The childminder follows good hygiene procedures to ensure that children's health is assured. Young children's personal care skills develop as they learn to feed themselves and wipe their own hands after eating. Children have opportunities to develop physical skills as they use a variety of equipment. For example, they use push-along walkers, visit soft-play areas and play in the garden or visit local parks. Young children learn to keep themselves safe, for instance, as they learn to negotiate small steps in the childminder's home. Systems are in place for parents to share information with the childminder about any health or dietary issues their children may have, and there are thorough records maintained for accidents and any medication administered.

The childminder provides daily opportunities for children to socialise with a wider circle of children and adults. For example, they join other local groups or visit nearby childminders. This enables children to develop confidence as they become familiar with different environments and situations, supported by the strong, secure attachment that they have with their childminder. Consequently, children become emotionally well-prepared for their move on to other early years settings, and for starting school.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living and working in the childminder's home have undergone relevant suitability checks, which ensure that children's welfare is assured. The childminder ensures that her safeguarding knowledge is kept up to date and is fully aware of her responsibilities with regard to protecting children. She knows what procedures to follow should she have concerns about the welfare of a child in her care. The childminder ensures that her home and garden are safe and secure, for example, by making a daily check before children arrive. She holds a current paediatric first-aid certificate, which means that she is well-prepared to support children in the event of an accident or emergency. Consequently, children are protected well and kept safe from harm.

The childminder is very organised. She manages the administrative side of her provision well to ensure that all documents, policies and records are kept up to date. The childminder undertakes risk assessments indoors, outside and for all outings. She has effectively addressed all recommendations from her last inspection, which shows her commitment to improve the quality of her provision. The childminder successfully monitors the educational programmes. She has high expectations for all children and offers them effective support to ensure that they make good progress.

Partnerships with parents are good. The childminder invites parents to review and evaluate her service and provision. She welcomes suggestions for improvements and parents' views are valued as part of her self-evaluation of her own practice. Parents share positive views on the childminder and her provision. For example, parents report that their children 'are very happy' and that their children are 'making good progress' since being in her care. The childminder has well-established links with other local childminders, in order to discuss and share best practice. However, the childminder does not fully harness opportunities to share information with other settings children attend, in order to provide an even more cohesive approach to children's care and learning. This shared knowledge can be used to help children move on to their next stage in their learning. This united approach helps to foster continuity of care and learning for children. The childminder has established good links with external agencies.

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. 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

Unique reference number	208463
Local authority	Telford & Wrekin
Inspection number	865546
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	31/08/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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