

Inspection date	10/07/2014
Previous inspection date	12/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching is good because the childminder fully understands how to promote children's learning and has high expectations for their achievements. As a result, children's progress is good, given their starting points and capabilities.
- Consistent, caring attention fosters children's attachments, and supports their self-worth and sense of belonging very well. Children's confidence and resilience are enhanced and built upon over time, ensuring children's readiness for school.
- Partnerships with parents and other providers, such as nursery and school, are effective, ensuring involvement at all levels and across all aspects of children's learning, development and daily routines.
- Risk assessments are robust and include checking children's safety in the indoor and outdoor areas, and any outings off the premises. The effective self-evaluation processes ensure the inclusion of all parents and their children.

It is not yet outstanding because

- There is scope to further maximise children's communication and language during everyday activities.
- There is scope to further improve children's access to the extensive range of resources and equipment.

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 looked at a range of documents; attendance registers for children, risk assessment, self-evaluation records and the provider's improvement plan, the complaints log, and a range of policies and procedures which supports the service provided.
- The inspector observed activities in the indoor and outdoor play areas used by the children, and checked all other areas within the provision used for childminding.
- The inspector conducted a joint observation with the childminder and held discussions throughout the inspection visit.
- The inspector took account of the views of children spoken to on the day and acknowledged a range of recorded statements by parents.

Inspector

Mary Henderson

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 12 and 9 years, in a house in Bridgnorth, Shropshire. The whole of the ground floor, the upstairs bathroom and the rear garden are used for childminding. The family has no pets. The childminder collects children from the local schools and pre-schools. There are currently five children on roll within the early years age group. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- continue to develop very high expectations of children, for example, by increasing the use of open-ended questions with younger children to build confidence, so that they continue to develop their already good skills in language and communication
- develop the already stimulating environment, for example, by improving children's access to the broad range of indoor resources, to further promote and challenge their learning during their child-initiated play times.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, the childminder has improved her awareness, with particular regard to ensuring the children's needs and interests are gained through regular observation and discussions with parents. Consequently, she gains a clear identification of children's starting points. In addition, she now has a good understanding about each child's stage of development, and uses this information to plan a challenging and enjoyable experience for every child, across all areas of their learning. Next steps are identified and shared with parents. The childminder has also extended her knowledge and understanding of how to plan for children's purposeful play, through a mix of adult-guided and child-initiated play times. As a result, the quality of teaching is now effective in supporting children's learning and development. The childminder shows high expectations of the children in her care. Consequently, children's progress towards the early learning goals is good, and they are gaining many skills necessary for when they eventually start school.

The childminder supports children's physical and communication skills alongside their personal, social and emotional skills. For example, the childminder takes children on outings to places of interest. This includes the local parks where they begin to take risks as they practice their skills in climbing and balancing, and run around with their peers. In addition, children enjoy visiting the local soft-play barn where they jump about with exuberance. This supports children's physical development. Children talk about the animals they see when they visit the zoo. While on countryside trips, children work together to build dams in the shallow stream and look around for insects, talking about the wildlife they see. This supports children's interest in the world around them. Through regular outings to the library, where the children listen to story-time and chose books to bring back to the setting, their interest in literacy is fostered well. This also helps to foster their readiness for the next phase in their learning, including school. During garden play children like to build the marble run, and use resources around them, such as pans and cups, to pour water down the shoot with the marbles. Children look on in awe and repeat the activity over and over, showing they are having fun. The childminder joins in their play, using commentary and demonstration to support children's learning. However, the childminder does not always maximise opportunities to build on children's language and communication. She does not always develop her use of open-questions throughout all activities. Children are beginning to think critically as they help themselves to the construction resources. They build towers, knock them over, and repeat the activity. During such times, the childminder encourages them to keep trying by suggesting they have another go and stating 'go on you can do it'. Such comments support the characteristics of effective learners. Children paint pictures and express their ideas through design as they glue and stick various materials together.

Strong partnerships with parents are developed from the start. Parents are supported to enhance their child's home learning because the childminder exchanges information, sharing what she knows about the child. As a result, all parties work cohesively to support children's learning and development over time. The childminder ensures parents have good access to information about the Early Years Foundation Stage, and they are kept informed about how she supports children's learning and development within the setting. This includes discussing with the parents of toddlers, the most suitable time to complete the progress check for children between the ages of two and three years. Children settle into the setting well from the start because the childminder ensures children's routines are acknowledged, in line with their needs and parent's wishes.

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

The childminder provides a warm and caring setting for the children in her care. As a result, attachments between her and the children develop well. An enabling environment is provided for the children who access a range of interesting and stimulating activities and equipment. However, at times, resources are not set out in such a way that children can see the broad range available to them. This is because some boxes block the view of other boxes. Consequently, children are not always able to make informed choices during their child-initiated play times. As a result, challenge for children's learning is not always fully maximised at all times. Children enjoy free-flow access to the outdoor play areas every day. They make choices, such as playing ball games, riding their trikes or watering

their plants. This builds their confidence in exploring their surroundings and enhances their physical development. Consequently, children begin to understand the importance of a healthy lifestyle.

The childminder provides children with a choice of healthy food options and talks to them about the choices they make. As a result, children receive consistent positive messages and, thereby, further enhance their learning about the importance of a healthy lifestyle and diet. Children's behaviour is very good because the childminder praises them for trying hard, sharing and taking turns with their peers. As a result, children become proud of their achievements and develop a 'can do' attitude. The childminder supports children's understanding of keeping themselves safe because she talks to them about road safety during outings. This helps to keep children safe.

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

Since the last inspection by Ofsted where the provider received a number of actions to improve, she has implemented effective changes. These include effective changes to the risk assessment procedures. The childminder now carries out a thorough assessment of risks to children and ensures all areas are free from possible hazards. For example, she ensures the gates to the setting are secure at all times to ensure children cannot escape and intruders cannot enter. Also, she now ensures all medication is stored high out of reach of children at all times. In addition, the childminder ensures children are kept safe near roads, on outings, off the premises. This is because the childminder uses reins with younger children to keep them close by. The childminder was also asked to ensure a daily record is kept, including the names of children being cared for on the premises and their hours of attendance. She now ensures such records are kept up to date on a daily basis, as children arrive or leave the setting. Consequently, children's safety and well-being is now a high priority at all times.

The childminder has improved her understanding of the learning and development requirements of the Early Years Foundation Stage. This is because she has attended training since her last inspection. For example, as a result of attending Forest School training, the childminder has further raised her awareness of the benefits of outdoor play times, and now ensures children's free access throughout the day, in all weathers. The childminder has also erected some raised decking, so that children begin to learn to park their tricycles further away when they are not using them, thereby giving more space for their ball games. She has also drawn up an action plan for further improvements, which include the siting of a mud kitchen, so children can make pretend pies and cakes with a variety of tools and equipment. The childminder is currently undertaking teaching assistant training. As a result of this training, the childminder is gaining an improved awareness of the importance of managing transitions in the children's lives. Consequently, this has improved how she supports children starting school, and the quality of information sharing with schools, nurseries and other childminder's with whom she shares the care of some of the children on roll. The childminder demonstrates a renewed, and very good, understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she is aware of the Local Safeguarding Children Board

contact numbers, and knows what to do and who to contact should there be a concern about a child in her care. The childminder has a comprehensive safeguarding policy and procedure in place, which is made available to the parents. The monitoring of the teaching and learning programmes is strong, supporting children's learning across all areas of their development. There is a continuing targeted programme for further improvement. This is because the childminder undertakes self-evaluation. She identifies her strengths and areas for further improvement to benefit the children, and also ensures that the parents and their children are fully included in the process.

Partnerships with parents and other providers, including those at the local nursery and school, are effective and ensure that everyone working with the individual child is included. All policies and procedures are available to the parents, and include the procedures to follow should they wish to make a complaint. The childminder ensures parents know they can talk to her any time about their child's care and learning, and she provides them with free access to their child's learning journal documents, at all times. Two-way daily dairies are also used to ensure all parties are working consistently to support children's needs, and learning and development, at all levels.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY253993
Local authority	Shropshire
Inspection number	931306
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	12/07/2013
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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