

Inspection date	28/08/2014
Previous inspection date	13/01/2009

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

- Safeguarding procedures and practice are good. The childminder understands the correct action to take if she has a concern about a child and restricts the inappropriate use of mobile phones and cameras in her home. Consequently, children's safety is promoted well.
- Children are happy and settled in the childminder's home. They benefit from close interactions with the childminder who effectively promotes their emotional well-being.
- Partnerships with parents are well promoted. The childminder provides parents with regular information about their children's development to ensure they are kept well-informed.
- The childminder has a good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. She uses this well to provide children with age-appropriate learning opportunities. As a result, the quality of teaching is good.

It is not yet outstanding because

- The outside area does not provide children with opportunities to explore the natural world so children develop their knowledge of living things.
- Although children are provided with some phonics activities, these are not frequent enough to fully encourage children with their early reading skills.

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 children as they played indoors.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of the childminder and looked at her self-evaluation form and improvement plan.
- The inspector toured the premises with the childminder.
- The inspector sought the views of parents from written documentation.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2005 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 in Priorslee, Telford. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The family have a pet rabbit. The childminder collects children from local schools. There are currently five children on roll, one of whom is in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except for 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:

- enhance the outdoor area so that it provides children with further opportunities to explore the natural world, for example, by developing children's interest in gardening so they learn about living things and how to tend to plants and grow vegetables
- build on children's early literacy skills, for example, by providing further opportunities for them to practise their early phonic skills.

Inspection judgements

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

Children make good progress toward the early learning goals. The childminder uses her good knowledge of the Early Years Foundation Stage to provide them with a broad range of activities that provide challenge and interest. For example, children play with a wide range of musical instruments and learn how to make different sounds. The childminder is skilful in teaching children how to change these sounds as she demonstrates how to change the tempo, using drumsticks. Children are engrossed in this and are excited when the rhythm becomes faster. Children's communication and language development is supported as the childminder encourages children to sing their favourite songs together. The childminder constantly talks to children and encourages them to become involved in conversations, asking them how they feel and what they would like to play with next. The childminder supports children's mathematical development during everyday conversations. For example, she counts out tools as children take them out of a toolbox and children quickly repeat this and count further items. Overall, the quality of teaching is good and meets the needs of all children. The childminder provides children with some activities to sound out words together. However, these are not frequent enough to fully encourage children's early literacy skills.

The childminder has devised good systems to observe and monitor children's development. She uses a computer based program to record observations and links these to the seven areas of learning. Children's next steps in their learning are clearly identified and planned for. The progress check for children aged between the ages of two and three years is completed. This means that any gaps in children's learning and development are quickly identified and if needed, additional help sought. The childminder ensures that she shares information about assessment with parents so that they are kept well informed of their children's progress. The childminder obtains information from parents about their children's interests and uses this to plan activities that will interest children and engage them. She completes a detailed baseline assessment to ensure that children's starting points are clearly identified. As a result, children make good progress in their learning and development. Children are acquiring key skills needed for the next steps in their learning such as, moving on to school. For example, they are independent in their self-care skills, follow daily routines and are responsible for tidying away toys.

Parent engagement is good as the childminder includes parents in all aspects of their children's learning and development. She ensures that there is a constant two-way flow of communication and provides daily feedback to parents. Parents contribute to the initial assessment of children's starting points on entry and are kept well informed about their progress.

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

Children are happy and content to be in the childminder's home. They are provided with a warm and stimulating indoor environment and have easily accessible resources in low level storage boxes. Children are able to independently access toys of their choice and this helps to promote their confidence. They are beginning to manage their own risk as they carefully pull out toys and are careful not to drop them. The outdoor area is welcoming and resources are well maintained. It has a playhouse and large apparatus such as, swings and a slide. However, the childminder does not exploit opportunities to teach children how to grow plants or vegetables and further develop their knowledge of living things. The childminder takes children on regular outings and walks to the local shops. She uses this opportunity to talk to children about the local community and for them to learn about keeping themselves safe as they cross roads and listen out for traffic. Consequently, children begin to manage their own risk and are aware of how to keep themselves safe.

The childminder has a good knowledge of individual children and uses this to tailor activities and discussions to promote their emotional well-being. For example, she uses a book about having a baby to talk to a child who will be having a sibling soon. This helps to reassure children about change so that they are emotionally prepared for their next stage in learning. Children benefit from close interactions with the childminder as she sits on the carpet and plays with them. She has formed good attachments with the children and they appear content and happy. As a result, their emotional well-being is effectively promoted. Links with other providers are established as the childminder liaises with local nurseries to ensure that information is shared. The childminder talks to children about their

experiences at other settings and this helps children to consider their next stage in their learning. Consequently, children are supported well in their move to other settings and in their readiness for school.

The childminder manages children's behaviour very well. She talks to children about appropriate behaviour and displays colourful posters that show positive images to reinforce this. Consequently, children are polite and display good behaviour. They are developing good independence skills as they manage their own personal needs such as, washing hands before eating and after toileting. Children enjoy a healthy balanced diet and the childminder discusses healthy choices with children. Parents supply children with their main meals and the childminder is keen to follow their wishes. Although parents were not available to speak with on the day, their comments and praise were viewed in a parent's compliment book. Parents comment that they are, 'very happy with the care and learning opportunities provided by the childminder'.

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

The childminder has a good knowledge and understanding of how to protect children and ensure their safety is effectively promoted. She has detailed policies in place to underpin her good practice. For example, she restricts the inappropriate use of mobile phones and cameras in her home and is aware of the correct procedure to follow if she had a concern about a child's welfare. Detailed risk assessments are completed, which are supplemented with daily visual checks of the premises. The childminder ensures that visitor identification is obtained and her home is secure and safe for children. A register of the children's attendance including when they arrive and leave is in place and this ensures ratios and requirements are maintained at all times. The childminder has a range of clear policies and procedures that she shares with parents. Regular fire drills are carried out and child-friendly posters describe evacuation routes, so children know what to do in the event of a fire. Consequently, children's safety is effectively promoted by the childminder.

The childminder monitors children's progress and has a good awareness of their individual abilities and interests. She understands that children develop at their own rate and provides a wide range of daily activities across the seven areas of learning. Consequently, children make good progress in their development. The childminder has completed her self-evaluation form and has identified areas for improvement such as, improving the outdoor area so that children can use this area at all times throughout the year. She is keen to continually develop her professional knowledge by attending various courses to improve her practice. For example, she has attended a cultural awareness course and uses the internet to obtain new information. This shows that she is committed to improving her provision and raising the quality of experiences for children. As a result, teaching is good and supports children's individual needs.

Partnerships with parents and other providers are promoted well. The childminder understands the importance of working with parents to fully support children in their learning and development. She seeks their views through parent questionnaires and uses this to make changes to her provision. Parents received daily feedback through informal

conversations to keep them informed of their child's day. The recommendation from the previous report has been fully addressed and the childminder now actively works with other providers to provide continuity of children's care and education. For example, she shares information about children's learning and development with other settings where children receive shared care. The childminder has a good understanding of how to obtain additional help and support from other professionals in order to support children in their development. Consequently, children are well supported in their learning and development and make good progress towards their early learning goals.

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. 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	EY303904
Local authority	Telford & Wrekin
Inspection number	856549
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	13/01/2009
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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