

Inspection date

03/10/2014

Previous inspection date

04/03/2009

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

- The childminder's teaching is good. As a result, all children are developing the vital skills they need for the next stage in their learning. Teaching is based on children's interests and next steps in learning identified through accurate assessments.
- The learning environments are thoughtfully planned, which creates enabling environments for all children and promotes independence and purposeful play. Children benefit from a range of resources to support their learning and development.
- The childminder monitors all children to ensure they make good progress towards the early learning goals. Assessments are linked effectively to developmental bands, which are effective in identifying children's overall abilities, skills and progress.
- The childminder has a sound knowledge of how to protect children from possible harm or abuse, so children are safeguarded well.

It is not yet outstanding because

- Children's independence is not promoted fully at all meal times as they do not have the opportunity to self-serve.

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 and observed activities in the downstairs areas and outdoors.
- The inspector viewed a selection of all relevant documentation, including policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with children and joined their play throughout the inspection.
- The inspector checked the qualifications of the childminder and the suitability of all adults living and working on the premises.
- The inspector sought the views of parents during the inspection.

Inspector

Scott Oliver Thomas

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, daughter, step-father and her mother with whom she co-minds on a part-time basis. They live on the outskirts of Minsterly near Shrewsbury, Shropshire. The childminder also works with another co-minder on a part-time basis. The family have three cats and one dog as pets. The house is a joint residence and the childminding service uses a lounge, kitchen, conservatory and part of the rear garden. The childminder collects children from the local school and nurseries. There are currently 15 children on roll, all of whom are in the early years age group, and they attend for a variety of sessions. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Children 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:

- maximise opportunities for children to develop their independence at all meal times by encouraging them serve their own food and pour their own drink.

Inspection judgements

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

The quality of teaching is good. The childminder provides a varied range of activities and experiences that are generally well matched to the individual developmental needs of all children. The childminder engages children well in their learning by capturing their interest. During adult-led activities, children maintain their focus well and they develop their ideas as their interest develops. For example, they start by looking at photographs of themselves, move on to talking about the clothes they wear and then to painting a portrait of themselves. Teaching is occasionally inspirational and, as a result, children maintain their concentration and interest. Consequently, they are motivated to learn during these times. The childminder has high expectations of children and she is very committed to supporting them to reach their optimum levels of achievement. The childminder has a good knowledge of how to support children to acquire the skills they need to be ready for when they start nursery and school. For example, she ensures children are able to use the toilet independently and take turns with others. She works well with the local nurseries and schools to establish how to best prepare children for the next stage in their learning.

The childminder supports children's physical development effectively as she provides a range of resources. Children spend extensive time outside riding tricycles, pushing carts and chasing their friends. Therefore, they develop good physical skills, such as pedalling and running. Learning is purposefully extended as the childminder re-shapes the

experience to provide challenge to all children, and to build on their interests as she develops their learning in a variety of ways. Children collect leaves in their tricycle basket and she uses mathematical language, such as 'lots, little, loads and few'. Children's understanding of the world is supported well through a variety of experiences. Children go on trips to hunt for wildlife and recall what they have observed and how to care for them. Children's imaginative play is enhanced successfully. There are a range of resources for children to use to act out role play scenarios.

Starting points in children's learning are identified well by the childminder. She seeks information from parents when children start and uses this information, along with her own observations, to identify children's initial stages of development. The childminder is able to demonstrate what action to take if any children start below the expected level of development. Parents are kept updated of their children's progress on regular basis to keep them well informed. Partnership working is enhanced further as the childminder invites parents to share information about children's learning at home. The childminder completes the progress check for children between the ages of two and three years. She provides a written overview of children's progress, including any areas that require additional support. Observations capture children's key achievements and interests. They are used well to plan activities that are generally well-matched to the children's individual learning needs.

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

Children have a strong bond with the childminder and show affection for her. They are relaxed and happy when in the childminder's care. Children settle quickly when they start at the setting. This is because the childminder develops good partnerships with parents and ensures that children's personal care routines are met well. Regular information is shared between parents and the setting, which the childminder uses to adapt her care practices. The indoor and outdoor environments are very stimulating and support children's learning well. Resources are of high quality and stored effectively to allow children to access them freely. Children independently choose resources, which provide rich learning opportunities, from a variety of areas. As a result, they are able to follow their interests and extend their play and critical thinking. The atmosphere is calm and nurturing and this enables children to thrive and supports their emotional well-being.

The routines of the day are well organised and children understand what will happen next. The childminder encourages children to be polite. For example, when children forget to say 'thank you' for their lunch; they are reminded of the importance of good manners. The childminder is very responsive to children's behaviour and she sets out her expectations, so that they understand what is expected of them. For example, children are reminded to put toys away when they have finished to prevent them from being broken. As a result, children are well behaved. Children understand how to keep themselves safe. They understand the safety rules, such as not going through the garden gate. Children are confident in their surroundings and are reassured by the familiar routine, so they develop a sense of security.

Children manage their personal hygiene and care needs well. They learn how to use the

toilet independently and are encouraged in this by the childminder. However, the childminder does not promote children's independence fully at all meal times, as they do not have the opportunity to self-serve and pour their own drinks. Children take physical exercise on a daily basis, and this is encouraged by the childminder through regular walks and outdoor activities. Children have a good understanding of the importance of exercise and fresh air and why this is good for them. Children have a secure understanding of good hygiene practices as the childminder encourages them to wash their hands before meal times.

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

The childminder has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended child protection training to give her a secure knowledge of how to safeguard children from abuse. The childminder is knowledgeable about the local child protection procedures and understands the correct procedures to follow if she has a concern about a child in her care. The childminder and other adults living and working on the premises complete appropriate checks, in order to ensure they are suitable to have contact with children. All aspects of children's safety are promoted well. The childminder takes steps to ensure all risks are identified and that hazards are reduced through effective procedures. For example, during recent building work, the childminder restricted children's access to some areas. The house is kept secure to prevent intruders from entering and all visitors to the home are recorded. The childminder has a qualification at level 3 and is continuing to build on her professional development through regular training. The childminder regularly reflects on her performance and receives feedback from her co-minders. This enables her to identify strengths and weaknesses in practice. She makes changes to ensure that she continues to improve. Policies and procedures cover all requirements and are updated regularly to reflect changes. These are shared with parents to keep them up to date about how the provision operates.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and, as a result, they are met effectively. She has a detailed understanding of child development and, therefore, knows what progress children should be making. As a result, the childminder is able to make sure children make good progress and is able to act appropriately if interventions are required. The childminder knows all children very well, including their next steps in learning and their interests.

Self-evaluation is recorded well as a written summary, which clearly identifies the childminder's strengths and priorities for improvement. The childminder takes into account the views of parents, children and her co-minders. Through partnership working, self-evaluation has brought about good partnerships with other early years settings. As a result, the childminder is sharing information well and, subsequently, is effectively supporting children's learning. For example, the childminder shares information on children's progress on termly basis to support the next children's next steps at all providers.

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	EY316812
Local authority	Shropshire
Inspection number	873182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	04/03/2009
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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