

Inspection date	06/01/2015
Previous inspection date	21/10/2009

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 has a very good understanding of how to effectively safeguard children. She understands the action to take if she has any concerns about their welfare and is aware of the different types and symptoms of abuse.
- The quality of teaching is good because the childminder has a secure knowledge and understanding of the learning and development requirements. This means that children make good progress.
- Partnerships with parents, other providers and professionals are well established and means that information is shared regularly to promote children's learning.
- Children are content and relaxed in the childminder's home. They have formed secure attachments with the childminder. Consequently, children's emotional well-being is promoted.

It is not yet outstanding because

- The childminder does not always exploit opportunities during child-initiated play, to further extend children's already good independence 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 had a tour of the childminder's home, including the kitchen, garden and play areas. She spoke to the childminder at appropriate times during the inspection.
- The inspector observed the childminder caring for and playing with the children and carried out a joint observation with her.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living at the premises.
- The inspector sampled children's progress records, the childminder's self-evaluation documents, and a range of other documentation, including parent questionnaires, safeguarding, accident and medication records.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in a house in Ellesmere, Shropshire. The whole of the ground floor and one upstairs bedroom on the first floor, are used for childminding. Children have access to the childminder's garden. The family has a pet cat. There are currently four children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round 8am to 6pm, Monday to Friday, except bank holidays, two weeks at Christmas 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 children's already good independence skills, for example, by encouraging them to choose resources and become actively involved in using them during child-led activities.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She uses this to provide children with an appropriate range of developmentally appropriate activities. There is a good mix of adult-led and child-initiated activities that provide children with a good amount of challenge and interest. The childminder understands how children learn and uses this knowledge to provide them with additional resources to further enhance their activities. For example, she adds dried pasta to children's child-initiated play as they play with and explore a range of toys and resources. She includes a range of household items, such as baking trays and containers so that children can pour the pasta in these and develop their imaginative play and physical skills. However, the childminder does not fully promote children's independence skills as she takes the lead in choosing these items and carefully pours out the pasta for the children to use. This means that children are not always fully involved in selecting and using resources during their child-initiated play. As a result, they make good rather than outstanding progress in their learning.

The childminder has good systems to observe children's development and links these to the seven areas of learning. Their next steps in learning are clearly identified and planned for with developmentally appropriate activities. The childminder has a good understanding of why it is important to complete the progress check for children aged between two and three years. She completes this in a timely manner so that it can be shared with parents and health visitors. The childminder supports children as she sits and plays alongside

them. She constantly talks to children to encourage their early language skills. There is a strong focus on developing children's prime skills in learning, so they become ready to move on to their next stage in learning. In particular, the childminder works hard to develop and promote children's personal, social and emotional development so that they are confident learners who are keen to explore and learn. As a result, the quality of teaching is good.

Parents are involved in their children's care and learning from the onset and supply detailed information regarding children's routines and preferences. The childminder gathers this information on an All about me form and uses it to plan activities that will be of interest to children. She liaises constantly with parents through daily conversations and written comments in activity diaries. This means that parents are kept well informed of their children's daily activities and achievements. Consequently, parent engagement is well promoted.

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

The childminder creates a relaxed and calm atmosphere for children to learn in. She constantly supports their emotional well-being by being nearby and offering reassurance as appropriate. Children are well behaved. The childminder is a good role model and has a strong focus on settling children so they feel confident and secure. The childminder regularly discusses with pre-school children about what it will be like for them when they move onto school. This helps them to become prepared for their next stage in learning, such as their move to school.

Parents praise the childminder for her personal skills in making their children feel welcome and quickly settling them into her provision. The childminder carries out regular fire drills to teach older children about keeping themselves safe and she remind younger children not to put small objects in their mouths. This promotes children's safety and well-being. Children have access to regular outdoor play and visit local children's centres so they are able to mix with a wider range of children. This promotes their personal, social and emotional development well.

The childminder promotes children's health and physical well-being by introducing children to good hygiene practices, such as washing their hands before eating. Children enjoy snack time and eat chopped up grapes and cheese with breadsticks. The childminder understands the importance of ensuring that these items need to be chopped into smaller pieces to further promote children's safety. Children have access to fresh drinking water throughout the day so they can keep themselves hydrated. Resources are developmentally appropriate and are easily accessible to the children. On the whole, children's independence skills are promoted well. However, there are occasions during child-initiated activities where the childminder does not fully encourage children to make choices or to consistently develop their independence skills.

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

The leadership and management of the childminder's provision is good. The childminder has a secure knowledge and understanding of how to effectively safeguard children in her care. She ensures that visitor identification is recorded so she has an accurate record of all adults visiting her home. Risk assessments are carried out to ensure that her home and any planned outings promote children's safety. Her home is secure and prevents unauthorised access. The childminder understands the importance restricting the use of mobile phones and cameras in her home. She has a good understanding of how to identify symptoms of abuse and is confident of how to protect children in her care. As a result, children's safety and well-being are given high priority.

The childminder holds a qualification in early years at level 3 and is very experienced. She uses her extensive knowledge to provide children with quality teaching experiences. She understands the welfare and learning requirements of the Early Years Foundation Stage. The childminder uses this understanding to monitor children's development and improve her provision. The childminder completes Ofsted's self-evaluation form to monitor and evaluate her provision. This enables her to identify and make changes to improve the quality of learning opportunities for children. For example, she has implemented a chalk board in the outdoor area to enable children to make marks outside and further develop their early writing skills. The previous recommendation from her last inspection has been fully addressed. The childminder now involves parents in evaluating her provision and sends out regular parent questionnaires to obtain their views. This shows her commitment to continually improving her provision. As a result, the childminder has good systems in place to monitor and evaluate her practice.

The childminder has established good partnerships with other providers that the children attend, such as nearby nurseries and pre-schools. She has clear procedures in place to support her in exchanging assessment and planning information, in order to ensure that children receive consistent care and their learning is promoted effectively. This means that children are well supported for their current and future learning, such as the move to school. The childminder works really well in partnership with parents. She talks to them daily so that they are well informed of the children's routines and activities. The childminder provides them with detailed daily written comments. As a result, children continue to make good progress in their development.

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	EY320687
Local authority	Shropshire
Inspection number	862378
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	21/10/2009
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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