

Inspection date	04/12/2014
Previous inspection date	12/01/2011

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

- Children are kept safe from harm because the childminder has a good understanding of her responsibility to safeguard them and there are effective procedures in place to minimise risks.
- The childminder has established close relationships with parents to ensure that all the care and learning needs of the children are met. The childminder seeks comments from parents about the care provided, enabling her to take effective steps to enhance the service she provides.
- The childminder has a good knowledge of the Early Years Foundation Stage and how young children learn. She provides a good range of activities, both inside and outside, which support all children to make good progress in relation to their starting points.
- The childminder's home is warm and welcoming. There is a relaxed, family atmosphere where children are very happy and settled. This means their emotional well-being is promoted well.

It is not yet outstanding because

- The childminder does not always make the most of all opportunities to encourage children to develop their skills in creative and critical thinking.
- The childminder does not make the very best of the indoor environment to fully promote children's early literacy 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.
- The inspector observed children as they played indoors and at snack time. She engaged in the children's discussions.
- The inspector looked at a sample of children's assessment records and discussed their progress with the childminder.
- 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 spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.
- The inspector took into account the views of parents through written documentation and thank you cards.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child in Telford, Shropshire. The whole of the house is used for childminding. Children have access to an outdoor area. The family has a pet dog and a cat. The childminder collects children from local schools. There are currently five children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-olds. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a part of the local childminding network.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically and creatively during activities, for example, by asking additional open-ended questions and allowing children time to respond, so that they develop their creative and critical thinking skills
- enhance children's recognition of print in the indoor environment, for example, by displaying pictures with text and labels so children begin to recognise that print carries a meaning, to further extend their early literacy skills.

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 learning requirements of the Early Years Foundation Stage. She uses this to provide children with a good range of activities to promote their individual learning. For example, she plans activities to encourage children to explore different types of texture, such as artificial snow, so that they can develop their creative learning. The childminder models how to sprinkle water over the powder to form artificial snow. Children's confidence grows as they engage with this and begin to enjoy exploring the texture and feel. The childminder talks constantly to the children about what is happening and gives them lots of encouragement. However, on occasions her questioning does not allow children time to answer, in order to develop their creative and critical thinking skills to the maximum. The childminder is very aware to include children of all ages in this activity, and when younger children are not keen to participate, she ensures that they have appropriate toys to engage with. Babies enjoy exploring colourful toys and pressing buttons to make sounds and listen to songs. This promotes their understanding of how things work. As a result, the quality of teaching is

good and meets the needs of all children.

Children make good progress in the care of the childminder. This is because she closely monitors their individual learning very well. She carries out regular observations and assessments so that children's next steps in learning are clearly identified. The childminder works closely with parents so that children's learning is well supported. She obtains detailed information upon entry and regularly shares their individual records with parents. The childminder provides a good range of adult-led and child-initiated activities to target these areas. Educational programmes are varied and provide children with challenge and interest. For example, children enjoy playing with cameras and taking photographs of their environment. The childminder ensures that all children are able to participate as she has enough resources for all children to play with. She promotes children's early literacy skills as she sings their favourite nursery rhymes with them. Although the indoor area provides children with sufficient challenge and stimulation, there is scope to maximise children's early literacy skills by providing more print and text within the outside environment.

The childminder promotes children's personal, social and emotional development very well. She encourages older children to be considerate of younger children and talks to them about helping them use resources. Older children learn how to dress and undress themselves and become irresponsible for carrying their own belongings when out on walks. Younger children observe the behaviour of older children as they tidy toys away and follow simple instructions. This focus on developing children's prime areas of learning means that children are acquiring the necessary skills and attitudes to prepare them for their future learning, such as school.

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

The childminder creates a very relaxed and homely atmosphere when caring for children. She understands the importance of developing close attachments with the children and adapts her interactions to suit their individual needs. For example, she offers babies lots of cuddles and uses lots of facial expressions when communicating with them. Older children benefit from her ability to explain what is happening and how to keep themselves safe. For example, she supervises them closely as they chop up bananas and teaches them how to handle equipment safely and sensibly. Children listen to her explanations and this helps them to begin to understand how to manage their own safety. The childminder gives children firm boundaries so that they know what is expected of them. She manages their behaviour very well and this results in children being kind and thoughtful to each other and the childminder.

Children are happy and content to be in the childminder's company. They play very well together, despite the age differences. The childminder fosters a family atmosphere and there are lots of giggles and laughter as they all play together. Children are confident and at ease in the presence of visitors and involve them in their play as they take photographs of each other. They show good levels of self-esteem and confidence, which means that they are being emotionally prepared for the next stage in learning. Parents are very happy with the care offered by the childminder and show this in thank you cards and written feedback.

Children's independence is promoted by the childminder as they are encouraged to access resources by themselves. Children are provided with child-friendly equipment so that they are able to become involved in preparing their snack. They learn about adopting healthy practices as they wash their hands prior to eating. The childminder ensures that children have access to outdoor play either in her garden or by visiting local parks. There are a good amount of resources in the outdoor environment to enable children to develop their physical skills, such as climbing and riding on tricycles. There is a dedicated indoor playroom, which is stimulating and hosts a good range of resources to support children through the seven areas of learning.

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

Leadership and management are good because the childminder has a strong commitment to providing a high-quality provision. Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children and child protection procedures. The childminder understands what action to take if she has concerns about a child's welfare. She also understands how to deal with an allegation against any adult, and the use of mobile phones in her home. The childminder is organised and has a good range of policies and procedures, which she shares with parents and which underpin her practice. This means parents are clear about her responsibilities and how her provision operates. The childminder completes daily risk assessments of her home, garden and outings to ensure any potential hazards are minimised. The childminder holds a current paediatric first-aid certificate and is confident about the action to take in the event of an accident or minor injury. The childminder supervises children well and ensures they are always in sight or hearing. As a result, children's safety and welfare are promoted well.

The childminder has recently achieved an early years qualification at level 3. She uses the knowledge gained from her training to instigate changes to her practice and address the previous recommendation from the last inspection. For example, she closely monitors children's progress and astutely identifies their next steps in learning. The childminder is part of a local childminding network and uses this to provide children with new activities to continually offer them challenge and interest. She evaluates her provision well and includes parents' views to elicit changes. This shows that she is committed to improving the quality of her provision so that children make the best progress in their learning.

Partnerships with parents and other providers are established and used to complement children's care and learning. The childminder regularly discusses any changes in children's behaviour or development with parents. She shares their records with them so that parents are kept informed of their children's progress. The childminder knows how to access additional support for children if this is needed. Her links with other childminders and providers mean that she is constantly keeping up to date with new initiatives to continue to provide children with good quality experiences.

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	EY344535
Local authority	Telford & Wrekin
Inspection number	863056
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	12/01/2011
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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