

Inspection date	26/03/2014
Previous inspection date	18/11/2010

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

- Teaching is strong and intuitive as the childminder supports each child in their learning and development, as they make good progress in all areas.
- The childminder is skilled in utilising everyday routines as effective learning opportunities, enhancing children's enjoyment of learning and gaining skills as they prepare for the next big steps in their lives.
- Children build firm and positive relationships with the childminder, seeking her out for close contact and reassurance, thereby, promoting their emotional security.
- Safeguarding arrangements are robust and rigorous as the childminder understands her responsibilities in keeping children safe and protected, both on and off the premises.

It is not yet outstanding because

- There is scope to extend the opportunities for parents to become more actively involved in their children's learning and development, promoting the true partnership that supports children's progress.
- Opportunities for children to develop their sensory experiences, such as exploring textures and various materials, are not fully utilised or planned for as yet.

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 the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder and children.
- The inspector spoke with a parent on the day of inspection and took account of written comments from parents in children's developmental records.
- The inspector undertook a safety check on the premises.
- The inspector examined a range of documentation including policies and procedures, adult suitability and qualifications, risk assessments and children's developmental and admission records.

Inspector

Patricia Webb

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Castlefield area of Shrewsbury and uses the whole of the ground floor, two bedrooms on the first floor and the garden for childminding. The childminder has rabbits and a tortoise. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, two of whom are in the early years age group and attend for a variety of sessions. She is registered to offer overnight care for no more than two children at any one time. Her registration allows her to work at times with a co-childminder at the other childminder's address. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant 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:

- explore further ways of involving parents more actively in their children's learning and development, emphasising the partnership between home and the setting as children continue to make good progress
- increase opportunities for young children to develop their sensory skills and explore textures and various materials and media.

Inspection judgements

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

Children are making good progress across all areas of their learning and development. The enthusiastic and skilled childminder prepares effectively as she knows each child's individual characters and interests. She takes time to discuss children's needs with parents at the start of placements and observes children closely during the settling-in period to identify their varying abilities and learning styles. For example, a child with emerging language skills prefers to babble incessantly to the tortoise rather than verbally communicate with adults at the moment. The childminder recognises this as an effective way of honing communication and language development. Observation and assessments are undertaken at pertinent points in children's activity to demonstrate how children are making progress and what their key strengths are. The childminder has also completed some progress checks as age two and understands the importance of children meeting their expected levels of attainment in the prime areas of learning and development. She is skilled and experienced in working with children and families where additional support

may have been identified as necessary. She is aware of transferring these skills to the childminding situation should she have any concerns about a child's progress. This ensures that any additional support or intervention would be sought in timely manner to reduce the risk of child falling behind.

Children delight in their activities, seeking out their favourite toys and activities with ease. The childminder is skilled in using everyday routines to promote learning. For instance, nappy changing routines offer the opportunity for close eye contact and conversation to take place. Numbers and shapes are discussed as the childminder counts their fingers when wiping hands and points out the children's body parts as they re-dress after the routine. The childminder uses her engaging voice to capture children's attention, and also uses sign language and picture systems of routines and resources to further promote communication for all children. She is also very aware of how this supports children with emerging language, communication difficulties and families where English is an additional language. Children visit various venues and amenities to broaden their experiences. They become budding scientists as they enjoy hands-on activity in the museum and participate in longer term projects, such as the research done on dinosaurs.

Younger children sing along with the childminder and avidly enjoy the books and story times where they cuddle up with the childminder and turn the pages, anticipating the next step in the story. Cookery activities are planned to promote children's developing mathematical understanding. They weigh and measure using different ways, such as younger children with spoons and older children using scales. Children also enjoy creative activities, making their cards for Mother's Day and manipulating dough and paint. She has not fully considered the use of other media and materials, such as corn flour gloop or textured paint, to encourage some more reluctant children with their sensory development.

Parents receive information about the Early Years Foundation Stage from the childminder who explains what and how children learn through play and experiences. The childminder discusses some family event and occasionally records these as part of children's overall development. She has not yet explored further ways to involve parents more actively in their children's learning and development. She is, however, eager to develop this in order to promote the understanding of the close partnership between her provision and home as being instrumental in supporting children's progress. She has built effective links with schools and other providers, ensuring consistency in children's teaching and learning as children prepare for the next steps in their lives, including the move to full time school.

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

Children are very settled and at ease with the childminder. They seek her out for reassurance and know that their needs will be met as the childminder knows them well. They enjoy cuddles and appropriate close contact to promote their emotional security. Chuckles and giggles ensue during the mealtime as a child discovers the distance yoghurt can reach when blowing raspberries. The childminder ensures that the children are seated in a sociable ways that they can see each other and develop their manners and social skills. The childminder also promotes their independence as they are encouraged to find

the pairs of shoes and put them on, put their coats on and prepare for outdoor play. These are skills which the childminder is keen to develop with a view to future skills and the children's move to school.

The childminder is diligent in ensuring that children are safe and secure in her care. She undertakes stringent risk assessments and identified any potential hazards swiftly. For example, although she is registered to offer overnight care, this service has been suspended due to using one of the bedrooms as storage at the moment. She has also fully risk assessed all the properties she has worked from to ensure children's ongoing safety whilst in her care. Following a recent road traffic accident, where minded children were present, the childminder followed stringent procedures to ascertain children's well-being. She acted most responsibly and contacted parents and the emergency services. She has kept clear records to demonstrate her commitment to keeping children safe and the incident which was reported to Ofsted as significant incident. Accidents are managed efficiently and the childminder reassures and comforts children as well as administering first aid.

Children's health and well-being are fully promoted. They enjoy active play indoors and outdoors, taking walks in the local area as they discover their community. They climb and run with enjoyment, gaining confidence and coordination. They are also learning to care for their world as they eagerly participate in the regular recycling activities. The childminder uses such trips to the nearby recycling centre as children show her the way and learn about road safety and crossing the road with care. Children's behaviour is managed very positively. The house rules are discussed with children dependent on their age and levels of maturity and are statements that outline the desired outcomes. The childminder has worked with parents in the past with regard to biting phases and supporting children with strong emotions. This ensures a consistent approach is developed and parents are reassured that some of these phases are short lived and can be managed with sensitivity.

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

The childminder demonstrates a very clear and committed approach to her practice. She is fully aware of her roles and responsibilities, promoting children's care, learning and development in a professional way. She attends safeguarding training to update her knowledge and understanding of child protection issues. Parents are made fully aware of her duty of care to act in a child's best interests at all times should she have any concerns. Children are further safeguarded as the childminder fully understands the requirement to ensure that they are never left unsupervised with anyone who has not been vetted, including visitors to the home. She does, on occasions, work with another childminder at the other childminder's home and parents are fully informed of such arrangements. All adults in the other childminder's home have been cleared.

The childminder has kept Ofsted fully informed of changes to her circumstances and the significant incident, ensuring that she fulfils her legal responsibilities. She maintains clear and pertinent records of all contact with Ofsted and other agencies she may be involved

with when meeting children's needs. This ensures that children's welfare is fully safeguarded. Risk assessments are effectively conducted to identify and address any hazards to children.

The childminder has undertaken reflection on her service and is aware of her key strengths and the areas she wishes to develop further to drive further improvement. She is due to attend a workshop for drafting the self-evaluation as more formal process so that she can track the impact of her service on children's progress. She is also keen to reflect more openly the views of parents and the children in the process. Parents express their appreciation of her commitment and the attention she gives to their children. They comment on her flexibility and the way the whole family feels supported as well as the child. All parents were informed of the accident and have been very supportive in their comments and responses. Parents also comment on how well their children are prepared for school, gaining independence and confidence for their next steps. The childminder is also skilled in forging professional partnerships, where necessary, with other services which may support individual children in making progress.

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	EY409025
Local authority	Shropshire
Inspection number	965430
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/11/2010
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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