

Inspection date

10/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 good understanding of promoting health and safety for the children in her care. Well-established routines help to support children's personal self-care skills well.
- The childminder makes effective use of questioning to support and extend children's thinking, helping them to make good progress.
- Children are happy and motivated to learn. They display good levels of imagination and curiosity throughout the day.
- The childminder establishes effective partnerships with parents, sharing information about the setting and their children's learning to keep them fully informed and involved.

It is not yet outstanding because

- Opportunities for children to see images, use resources and extend their learning about how others live have not yet been fully embraced.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities indoors.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents from information on questionnaires and the self-evaluation form.

Inspector

Lesley Bott

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, two children aged one and 13-years-old, as well as one grown up child. They live in Telford, Shropshire. The whole of the downstairs of the property is used for childminding, together with an upstairs bathroom. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The

family has two guinea pigs and a cat as pets.

There is currently one child on roll who is in the early years age group and attends part-time. The childminder operates all year round from 7.30am to 6pm, Monday to Friday except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- help children to learn positive attitudes about the wider world and diversity by providing a wider range of resources that show positive images of how others live.

Inspection judgements

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

Children are happy and settled within the setting. The childminder promotes children's play and learning through a broad educational programme. For example, planning is flexible, as it is linked to the children's interests. The childminder uses the information she gains from observations to extend children's learning. This ensures that activities meet children's needs and challenge their thinking so that they make good progress. All children have individual 'learning journeys' which confirm the progress they are making and reflect on the many different activities that they take part in. Parents are involved in their child's learning as they receive regular updates from the childminder. They also know that they can view their child's 'learning journeys' at any time.

The childminder makes effective use of questioning to support and extend children's learning as they choose items out of the 'dressing up box' to put on. They place the hats on their heads and laugh together as they put the socks on their hands. Children enjoy creative activities, and skilful support from the childminder enables them to develop their imagination. For example, they enjoy painting activities using their hands and feet to create patterns. Children's language development is well promoted through regular conversations and use of nursery rhymes. The children burst into song while sitting doing activities. In addition, they develop their physical skills as they demonstrate the actions to 'incy wincy spider' and 'wheels on the bus'. Children are able to make independent choices from the low-level selection of resources available to them. For example, they freely move between mark-making at the table to independently choosing books and taking these to the childminder to read. However, there is scope to improve the range of resources in

some areas as there are few which represent the wider world or children's diverse backgrounds to help them understand about how others live.

The childminder prepares the children well for the next stages in their learning. For instance, low-level storage and coat hooks enable children to make choices about what they want to play with, while also being able to get their own coat and attempt to put it on ready for outdoor play.

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

Children develop strong bonds with the childminder and her family, whose children are of a similar age. She provides a caring and comfortable environment in which children feel safe and secure and their needs are well met. Children are happy and content within the setting. They separate easily from carers as the childminder works effectively with parents to help children to settle. For example, parents complete an 'All about me' form which includes information on the child's daily routine, likes and dislikes and special toys. This helps support children's transition into the childminding setting.

Children are learning to behave well and play cooperatively. For example, they work together on activities, taking turns to use equipment and sharing toys. They are happy to share the wax crayons, taking it in turns to use their favourite colours.

Children develop an understanding of a healthy lifestyle through everyday routines. Established routines within the childminder's home help children to develop confidence and a sense of belonging. Children enjoy a healthy snack during the day and have regular opportunities for outdoor play to promote their physical skills. For example, children increase their confidence on large play equipment, such as the slide, developing their skills as they climb the steps unaided before sliding to the bottom.

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

The childminder has a good commitment to improve her service through access to training and through networking with others. Questionnaires are sent to parents to evaluate the service and assess the activities the childminder provides for children, in order to plan for improvement. Responses indicate that parents are pleased with the care their children receive and the activities provided.

The childminder consistently ensures that children's safety is well promoted. For example, visitors are requested to show identification and complete the visitors book. She has a good understanding of the safeguarding and welfare requirements, which she puts into practice. An effective risk assessment and daily check list identifies and minimises risk to children in the home and on outings.

The childminder establishes very effective partnership arrangements with parents. A communication book ensures that they are kept fully informed of all activities their children are involved in and a regular newsletter details planned activities and offers support for them to continue their child's learning at home. Although the childminder has not yet had reason to establish partnerships with other professionals, she is fully aware of the importance of good partnership working and the impact this will have on the children in her care.

The childminder provides a challenging and interesting environment that meets the growing needs of the children she cares for. She uses the revised Statutory Framework for the Early Years Foundation Stage and links the observations with the seven areas of learning. These are shared with parents through their children's 'learning journey' and also through a three monthly review of children's progress that she prepares for parents to keep them fully involved in their children's learning.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY448889
Local authority	Telford & Wrekin
Inspection number	809692
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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