

Inspection date

Previous inspection date

10/06/2013

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 established good partnerships with parents and carers, promoting continuity of care and learning for children.
- Children are relaxed and settled. They are keen to learn and encouraged to try out new skills. This supports their developing independence and confidence.
- Children are safeguarded as the childminder has a sound knowledge and understanding of her roles and responsibilities towards child protection and keeping children safe.

It is not yet outstanding because

- There is scope to improve the exchange of information with other settings of when to share children's development and interests. Therefore, children's learning is not fully complemented and supported when they attend other settings to promote consistency in their experiences.
- The childminder does not capture all opportunities to strengthen children's sense of belonging. For example, for them to talk about their families or events in their life, and to look at displays of their work.

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 activities in the playroom and outdoor learning environment.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector conducted a joint observation of children's activity with the childminder.
- The inspector looked at children's learning journals, planning documentation, a selection of policies, and the self-evaluation form.
- The inspector took account of the views of parents from a recent questionnaire.

Inspector

Lesley Bott

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Whitchurch. The whole of the house, two bedrooms and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 8pm, except for family holidays and offers overnight care. She is a member of Professional Association for Childcare 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:

- enhance further the flow of information with other providers when children attend more than one setting, to promote continuity in their learning experiences and help them make consistently good progress in their learning and development
- strengthen children's sense of belonging further in the setting by: extending the use of photographs and displays of their work in the playroom to encourage them to talk about their families and events in their lives.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development through play. As a result, she provides them with interesting and challenging experiences to enhance their learning. Detailed information is gained from parents about what their children know, understand and can do when they start with her. This information is used effectively to plan activities that interest children from the start. The childminder evaluates ongoing observations and assessment to track children's level of achievement and their interests. This information is used to plan and shape future learning experiences for each child. As a result, children are engaged in interesting, purposeful and

worthwhile activities at all times. Learning journals are completed by the childminder and include evidence that children are making good levels of progress in relation to their starting points. These include examples of children's work and written observations. Parents' feedback and comments are requested on a termly basis when these journals are sent home. This ensures that parents are kept well-informed about their children's progress and are supported to share information about their children's learning and development at home.

Children are enthusiastic and keen to learn, as they demonstrate the characteristics of effective learning. The childminder plans adult-led activities in the home and outside, for example, visiting local groups, which help support children in developing positive relationships with others. This ensures that they are gaining vital skills in preparation for the next stage in their learning, such as school.

The childminder is actively engaged in children's play, offering many opportunities for them to explore and investigate using a variety of tools and equipment. For example, younger children particularly enjoy discovering different textures; the childminder recognises this and provides opportunities to use sand and water play outdoors. Babies also enjoy 'jelly play' using their senses to squeeze and taste developing their physical skills. This promotes children's language skills. Young children begin to discover new words, such as 'wobble', 'cold' and recognise the colour green. The childminder makes good use of the outdoors to support children's investigation as they are able to discuss the weather.

The childminder promotes children's enjoyment of books imaginatively as she reads their chosen stories to them in a stimulating and interesting way. For example, the childminder uses story sacks to make the book come alive with the puppets. When exploring books alone, children show a keen interest and have the skills to turn the pages correctly, in the right direction. As a result, children learn that books bring pleasure and are exciting to read. The childminder skilfully uses children's interest in dinosaurs to further develop their learning. For example, they compare shape and colour and count the horns on the triceratops. This helps support their early mathematical skills.

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

The childminder actively promotes the children's good health by following effective health and hygiene routines. She provides nutritious meals and snacks and fully encourages children to eat a healthy diet, including fresh fruit and vegetables. Children develop a strong understanding of adopting a healthy lifestyle. They regularly access the garden or local park to run in the fresh air to develop an awareness of the importance of exercise. They walk the dog together in the nearby wood as they explore the outdoors, looking and listening to the birds tweeting.

The childminder efficiently helps children to have an awareness of maintaining their own safety and that of others. For example, she reminds the children about road safety when out and about in the community and they know to stay close to the childminder. Children know and understand the daily routine, as they take off their shoes in the house, and help

put toys away at tidy up time before lunch so that they can play safely. Ground rules are known by the children, and these consistent routines embedded into practice. Children wash their hands before meals and after messy play, and understand how to behave around the dog. As a result, all children learn consistent boundaries of acceptable behaviour and keep themselves safe.

Children develop strong bonds and trusting relationships with the childminder, which helps them to settle and separate happily from their parents. The childminder offers parents a flexible settling-in period, and children are able to bring special toys and comforters to feel secure. Activities are planned to help children settle as they are based on their interests. This helps achieve a smooth and swift transition from home to the childminder's care. However, there is scope to improve children's sense of belonging and self-esteem in the home through the use of photographs and displaying children's work. This helps children to make connections with their family while at the childminder's and further their sense of belonging.

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

The childminder has a comprehensive understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She plans activities and resources around the children's individual interests, and this enables them to make good progress in their learning and development. The childminder monitors the planning and delivery of the educational programme to ensure that teaching is consistently of a high quality to enable children to make best progress.

The childminder has a thorough understanding of her responsibilities with regards to the safeguarding and welfare requirements for children. She has completed child protection training, and all the required policies and procedures are in place. This means children are cared for in a secure environment and the childminder is aware of what action she would take if she did have a concern. Risk assessments are comprehensive and implemented effectively and take account of all areas, which children have access to. As a result, this process is thorough in identifying and minimising risks to children ensuring they are cared for in a safe environment.

The childminder has good partnerships with parents and completes a comprehensive daily diary informing them of what their child has achieved during the day. In addition, opportunities are offered to parents for them to speak to the childminder at the end of the day to find out about their child's achievements. However, there is room to improve partnerships with other settings that children attend. For example, communication with other settings does not currently focus on the children's learning to ensure that continuity in their care and learning is fully embedded. Consequently, children's learning is not complemented and supported between all settings.

The childminder is a reflective practitioner, who closely monitors the quality of the service she provides and reviews the educational programme. She uses the Development Matters in the Early Years Foundation Stage guidance and from this is able to identify that the

children she cares for are progressing within their expected development bands. The childminder monitors her practice through self-evaluation. She is fully aware of her key strengths and the areas that she wishes to develop to further improve the quality of care she provides for children. Consequently, the childminder is effective in ensuring that she regularly reviews and updates all records, including children's contracts and information, along with her written policies and procedures. The childminder is also proactive in seeking feedback from parents via questionnaires. Parents speak highly of her service and appreciate the comprehensive communication they receive. She understands the importance of continuous professional development and has completed a varied selection of early years workshops, which enhance her practice and have a positive impact on children.

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	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 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 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	EY453503
Local authority	Shropshire
Inspection number	894662
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	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, 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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