

Inspection date

Previous inspection date

30/10/2014

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

- Teaching is good because the childminder has high expectations for children and a clear understanding of how to promote their learning and development. Consequently, children's progress is good, given their starting points and capabilities.
- Partnerships with parents and other providers, including schools, are good and ensure involvement at all levels. The self-evaluation procedures in place identify strengths, areas for further improvement and include all stakeholders.
- The childminder fosters close emotional attachments with all children. Consequently, children are well behaved and develop resilience. Children are effectively supported in their move onto other settings and school.
- Risk assessments are robust and include checking all indoor and outdoor areas and children's outings. The childminder and her assistants have a good knowledge and understanding about the safeguarding procedures that are in place to protect children. Consequently, children are kept safe and well.

It is not yet outstanding because

- The evaluation of assistants' practice is not consistent or highly focused enough to secure children's learning at the very highest levels.
- The childminder does not promote the highest levels of independence for the younger children during their child-initiated play times.

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 looked at a range of documents, including attendance registers, risk assessments, self-evaluation records, the provider's improvement plan and evidence of suitability and qualifications.
- The inspector observed activities in the indoor and outdoor play areas and checked other indoor areas used by the children.
- The inspector conducted a joint observation with the childminder and held meetings with her at various times throughout the inspection.
- The inspector took account of the views of children, parents and grandparents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one child aged 15 years in a house in Bridgnorth, Shropshire. The childminder is registered to work with two assistants. The whole of the ground floor and upstairs bathroom are used for childminding and there is a garden available for outside play. The family has two dogs, two turtles and one rabbit as pets. The childminder collects children from the local schools and pre-schools. There are currently three children on roll within the early years age group. The childminder operates all year round, providing out of school care before and after school and during the school holidays. The setting is open from 7.45am until 9am and from 3.30pm until 6.15pm, Monday to Thursdays, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 6. She is a member of the 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:

- improve the way that the assistants' practice is evaluated to ensure that this process is consistent and highly focused on securing the very highest levels of attainment for all children
- enhance younger children's self-initiated learning further by extending their informed choice through the use of a range of strategies, such as a pictorial catalogue of the resources on offer, as well as the resources they can see directly.

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 the learning and development requirements of the Early Years Foundation Stage. She has a strong awareness of how to support children's progress towards the early learning goals and has high expectations for those she cares for. As a result, children receive good teaching and are effectively gaining skills for the next phase in their learning and school. Children's starting points are identified by the childminder through initial observations from the start. The childminder consults with the parents to identify any other information about their child's routines and care. Consequently, children progress well given their starting points.

The childminder supports children's interests through a range of outings. This includes visiting the local air force base to find out how they x-ray fallen planes before retrieving them from the bottom of the sea. Children also enjoy visiting the various fairy tale

characters in the park. The childminder takes children to the local steam train station where they find out about historical facts and join in with local events, such as magic shows. She enhances children's interests further as she organises themed weeks during school holidays. This includes themes, such as archaeology week. Here, the children are able to explore the fields looking for treasure with the toy metal detector. They enjoy sitting for picnics afterwards and talking to other children and the childminder about their exciting adventures. This supports children's understanding of the world and enhances their imagination very well. Additionally, this also shows the childminder has a very good awareness of how to foster the characteristics of effective learning. Children's outdoor play provides good opportunities for them to engage in a broad range of activities that supports all areas of their development. For example, they scribble on the slabs with chalks, explore filling and emptying with the sand and run around on the grass. Additionally, children like to play games with other children supported by the childminder. For instance, they laugh and giggle as they change the Mr Wolf game to Mrs Witch game, take it in turns and call out various times, taking the correct number of steps before running off shouting and laughing during this chase game. The childminder joins in making such activities and games a fun time for the children and encouraging them all to 'have a go', praising their efforts to achieve. These activities support children's communication and language skills, their physical development and enhances their literacy and mathematical understanding.

The childminder observes and assesses children's learning as they play. She uses this information to identify the next steps in their development. Sharing this with parents enhances their understanding of how the variety of activities supports the children's learning and development at the setting and how they can continue their learning at home. This also fosters strong engagement with parents. The childminder ensures parents have access to good information about the Early Years Foundation Stage. She has a good understanding about the importance of discussing with the parents the most suitable time to complete the progress check for children between the ages of two and three years. As a result, children's learning at all ages and stages, is very effectively supported and any gaps in their development are closed.

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

Children develop close emotional attachments with the childminder because she is warm and caring with them. They are also building strong friendships with other children. The childminder praises children for their efforts to join in, to share and to take turns with one another. This fosters children confidence in developing a 'can do' attitude and enhances their sense of belonging to the setting. Consequently, children's behaviour is good and they show a high regard for the childminder and one another as they play. Children are encouraged to select their own activities and resources. However, there is an extensive range available to children in various areas, all around the setting, some of which are not always evident when they are considering their own play. Consequently, younger children are not always able to make highly informed choices, so that their self-initiated play times are fully maximised.

The childminder provides a range of healthy food and talks to children about their choices.

Children plant, grow and harvest some of their own foods. This encourages children's awareness of a healthy lifestyle. The childminder encourages children's independence at mealtimes as she encourages them to spread their own butter and cut up their own foods under close supervision. This helps to give children consistent positive messages, which further enhances their knowledge about a healthy diet and lifestyle. Additionally, children know to wash their hands before they eat and after visiting the toilet and find their own named towel on the rack. Children's daily access to the garden and various outings to parks supports their enjoyment of physical activity and allows them to take risks in their play. The childminder helps children to build an awareness of personal safety. For example, she encourages them to concentrate as they learn about road safety. This and children's involvement in the evacuation procedures, helps them to learn about staying safe.

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

The childminder demonstrates a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she attends safeguarding training and is fully aware of the possible signs of abuse and what to do should there be a concern about a child in her care. The childminder undertakes rigorous risk assessments in the indoor and outdoor areas and all outings undertaken by the children to ensure their safety and well-being. The suitability of all persons within the setting is checked. This includes the childminder's two assistants, who occasionally work with her during various school holidays. The childminder ensures that assistants have up-to-date first-aid training, so that children's safety is ensured. Additionally, the childminder talks to the assistants about what she has planned for the children's outings. However, she does not sharply focus her evaluation of the impact that the assistants' practice has on children's learning and development, as a way to help raise the quality of practice to benefit them even more.

The monitoring of the teaching and learning programmes, is good and enhances children's learning across all areas of their development. There is a continuing targeted programme for further improvement. This is because the childminder self-evaluates the provision and reflects on her practice. All stakeholders are meaningfully included in the systems, which helps to identify strengths and any areas for further improvement. The childminder makes very good use of her early years level 6 qualification and experience, alongside an array of training events attended. This helps her to improve the setting over time. Consequently, children benefit from attending the setting and their progress over time is further enhanced.

There are strong partnerships with parents and other providers, including those at the local nursery and school. This effectively ensures that everyone working with the individual child is included. Information provided for parents includes an array of displayed leaflets, access to the policies and procedures of the setting and free access to the children's assessment folders. As a result, parents are kept up to date about the setting and their child's progression at all times. The childminder ensures that all required

documentation and records are in place and signed by all parties. This helps to keep children safe both within and outside the setting.

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	EY456222
Local authority	Shropshire
Inspection number	923556
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	3
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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