

Inspection date

Previous inspection date

21/06/2013

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

- Children are motivated and eager to learn as they display the characteristics of effective learning in their play. The childminder supports them well because she understands how children learn and provides a broad range of activities and resources.
- Children enjoy a comfortable, happy and relaxed environment because the childminder provides a homely, child-orientated environment. They are supported well by the childminder because she has extensive experience in supporting young children's care and learning.
- Discussions with parents and detailed initial observations of children offer the childminder a secure base for planning meaningful and interesting activities.
- The childminder has the children's interests at the heart of all she does. She organises and risk assesses her home well in order to support children's care, learning and progress, both indoors and outdoors.

It is not yet outstanding because

- There is scope to improve the outdoor area further to support open-ended exploration and discovery, for children.
- There is scope to provide a broader overview of children's development by reflecting consistently on the characteristics of effective learning in observations.

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 garden and in the childminders home.
- The inspector viewed a wide range of documentation, including policies, procedures and children's development records.
- The inspector took account of written comments made by parents and viewed the childminder's self-evaluation.
- The inspector spoke with the childminder and minded children throughout the inspection and viewed all areas of the premises used for minding.

Inspector

Juliette Jennings

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 husband and young child in a house in Oswestry, Shropshire and uses the whole of the ground floor and the rear garden for childminding.

The childminder holds an Early Years and Childcare qualification at level 3. She attends a drop-in group at the local children's centre. She visits the local shops and parks on a regular basis and is able to collect children from the local schools and pre-schools. There are currently two children on roll, both are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- improve the already good observations on children further still by consistently reflecting on the characteristics of effective learning
- enhance further the opportunities for open-ended exploration and discovery in the outdoor area, for example, by providing more natural resources.

Inspection judgements

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

Children learn and develop well in an environment that supports active learning and child-initiated play. They are encouraged and nurtured because the childminder understands how children learn and provides a broad range of activities and resources. Children are supported well in their development because she recognises the importance of communication and language, personal, social and emotional, and physical development in the activities on offer. Children show that they are motivated and eager to learn as they display the characteristics of effective learning in their play. The childminder reflects on this as she observes children and is able to take information from the observations forward immediately or in plans for future learning. This ensures good preparation for the next stages in learning and, as children grow older, a readiness for school life.

Children enjoy their play in the outdoor space, running around and beginning to meet the

challenge of climbing steps, or noticing creatures and plants in the natural environment. Their current interest in snails and bugs in the garden has led to further exploration. Children and the childminder spot these in the garden and also on their recent walk to the local library. They take time to look at the snails and their trails on the way, so while at the library, books are collected so that children are able to explore and extend their understanding and interest in snails. Their understanding of the world and communication is enhanced as they spot a snail crawling on the plastic see-through tub which holds their water toys. They quickly move across the garden to observe it and notice that it is quiet and still. The childminder uses this opportunity well to extend interest as she points out to them that they can see the underneath of the snail because the box is see-through. They all look with awe and interest at this, noting what it looks like, and using the snail book so that they can see if it looks like the picture in the book. Words to describe it are used readily by the childminder thus offering some language for the children that help them make sense of what they are observing. They repeat simple words such as, 'slimy', 'under' and 'shiny'. Throughout the morning they keep returning to the box to see what the snail is doing next and whether he might have moved, or slid down the box. Children maintain focus on this during the morning, and the childminder takes time to extend their interest in this. Children's physical skills are supported and encouraged as they transport sand from the sand pit to the water tray, or move items around the garden to play with them in a different way. There is scope to further enhance the outdoor space to extend open-ended exploration and discovery, for example by providing more natural resources.

A good range of observations are undertaken throughout the day so that the childminder has plenty of information to help her make decisions about children's progress. She uses snapshot observations, longer observations and photographs very well to build up a precise picture of children's development across the areas of learning. Assessment of children's progress is precise and shows a secure understanding of child development. These assessments include contributions from parents because they are offered regular opportunities to read and reflect on observations and to add their own comments. The childminder is adept at making decisions about children's development using the guidance document Development matters in the Early Years Foundation Stage and succinctly highlights next steps to support children's continued progress. There is room to improve these further still by consistently reflecting on the characteristics of effective learning to enhance the already good assessments of children's learning and development.

Communication with parents on a daily basis means that the childminder has a rounded overview of where children are in their development. The progress check at age two is part of a range of documentation which allows parents good opportunity to comment on their child's development. The childminder utilises successful strategies to engage parents in children's learning both in the setting and at home. They contribute to initial assessments of children's development as they start so that the childminder has a clear picture of children's starting points. In addition, parents are consulted regularly to make sure that their views and thoughts about ongoing development, interests and fascinations are taken into consideration.

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

Children enjoy a comfortable, happy and relaxed environment because the childminder provides a homely, child-orientated environment. They are supported well by the childminder because she has a good level of understanding and extensive experience in supporting young children's care and learning. She is obviously dedicated to providing a caring and secure space where children are able to make good progress. Children are developing their independence and are confident to explore because the childminder makes sure that their personal, social and emotional development is secure. For example, she is careful about the numbers of children she minds to ensure that children receive individual attention and encouragement. Hugs and cuddles are important and there is plenty of time for this type of lovely interaction. The organisation of the space allows children to be busy and active outdoors, or to play quietly indoors with a wide range of resources with good attention from the childminder. In addition, the childminder builds time into the routine to ensure care needs are fully met. This helps to build children's self-esteem and independence.

The childminder uses a range of methods to ensure that parents are kept informed about their children, such as regular written overviews of children's development including the progress check at age two, newsletters, through notices and through daily discussions. She is developing strong relationships with other childminders, the local children's centre and the local school to help ensure effective transitions for children in the future. For example, she meets with local childminders in a network group and accesses a stay and play session at the children's centre which is on the school site.

Children have good opportunities for outside physical play and plenty of fresh air and exercise. They spend a good amount of time in the garden everyday engaging in a broad range of activities. Outings to the local park, or walks to the local shops further support their health and well-being. They enjoy running around the garden space, digging in the sand, transporting water between containers and observing the plants closely. The childminder successfully introduces the concept of good hygiene with young children as she supports them in their growing independence in toileting. Individual flannels and towels are provided to minimise cross-infection and she follows strict hygiene procedures when preparing snacks and meals. Children enjoy a good range of healthy food which accommodates any needs and offers nutrition and sustenance for these busy youngsters. At the time of the inspection, children enjoyed a picnic lunch and this time was used to encourage a social atmosphere, chatting about the day so far and what they might like to do next. Children have independent access to a drink, in their own cups, throughout the day.

The childminder supports children well in their early understanding of managing their own behaviour and feelings. She supports them in a calm and sensitive way, takes time to listen to what they have to say and talks quietly to children, encouraging turn-taking kindness. This effectively encourages positive behaviour at an early age and supports children to share and develop empathy for one another. Children's understanding of keeping themselves safe is supported well as they are encouraged to manage the steps in the garden safely or are reminded not to throw items in the garden in case they hurt others.

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

The childminder has experience of working in early years for a number of years and as a result shows a good understanding of the Statutory framework for the Early Years Foundation Stage. This means that even though she has only been childminding for a short period of time she is fully equipped to monitor her provision effectively to ensure a broad range of opportunities for children. The provision for learning and development is reviewed on an ongoing basis, and changes are made to ensure she is responsive to children's needs. For example, extra books and resources are added to ensure challenge based on the children's current interest in snails. Discussions with parents and detailed initial observations of children offer a secure base for planning meaningful and interesting activities. Succinct ongoing observations of children, which include parents' comments, provide comprehensive and focused assessments of children's progress. This all helps the childminder to provide rich, varied and imaginative experiences in a well-organised, child-orientated environment. Children are supported well in their child-initiated play because the childminder has a secure knowledge of how children learn and implements this in her daily practice.

Ongoing reflection and self-evaluation is successful despite being in its early stages. The childminder shows a strong drive to continually improve her provision for children. She liaises with parents on a daily basis both informally and through the provision of a daily diary. This helps her to consider the ongoing needs of the children and make changes to her provision as required. More formal recording of ongoing evaluation and reflection focuses on the strengths of the setting and areas for continuous improvement. She consults formally with parents so that they have good opportunity to highlight any strengths and issues for improvement. The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements. Robust policies and procedures, experience in the early years sector and regular access to advice and support from other professionals ensures that this understanding is secure at all times. In addition, the childminder accesses a wide range of training courses to ensure that she continues to maintain a comprehensive understanding of what to do if there is a concern in relation to safeguarding children.

The childminder has the children's interests at the heart of all she does. She organises and risk assesses her home well in order to support children's care, learning and progress, both indoors and outdoors. However, there is scope to enhance the outdoor provision to further support open-ended exploration and discovery. A broad range of resources and the availability of exciting and interesting activities mean that children show curiosity and are motivated. This, alongside the childminder's skills in supporting children in their play and interests means that children make good progress towards the early learning goals.

Parent partnership is robust and effective because the childminder is committed to building secure and friendly relationships. She uses a range of methods to let parents know about their children's daily care, their interests as they play and their progress across the areas of learning and development. For example, they are involved in their children's learning as they make written comments about what children like to do in

regular summary reports, or comment on entries in the daily diary. Consultation takes place on a more formal basis every term through parent questionnaires. The childminder offers support and ideas about how to extend children's development at home through regular newsletters. She is developing strong links with the local school and children's centre in preparation to support effective transitions for children and support the next stage in their 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
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	EY457418
Local authority	Shropshire
Inspection number	899193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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