

Inspection date

Previous inspection date

09/10/2012

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 build secure attachments with the childminder. This ensures that they are settled and happy in the provision.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- The childminder is keen to develop her service. She acts on advice and attends training to enhance her knowledge. Her plans for improvement are well targeted to strengthen her practice.
- The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement.

It is not yet outstanding because

- Strategies to engage parents in their children's learning have not yet been fully developed.
- Access to the outdoor area to develop opportunities for children's energetic play and games is not fully developed.

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 play activities in the lounge and care routines on the first floor.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Dianne Andrews

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her adult daughter in Randlay in Telford. The whole of the property is used for childminding with the exception of two bedrooms on the first floor. 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 dogs, two chickens and a guinea pig.

There are currently three children attending who are within the Early Years Foundation

Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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:

- develop further the assessment procedures by offering additional opportunities for parents to share information about their child's learning and development at home
- develop the use of the garden environment, providing further time and space for children to enjoy energetic play each day.

Inspection judgements

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

Children show a sense of contentment and security in the home, seeking close and affectionate attention from the childminder. They approach her and sit on her lap as they build towers with the blocks together, knocking them down with glee and building them again. She ably adapts activities to meet the needs and developmental stages of the children, for instance, by helping to build bridges with the blocks and making roadways for the vehicles when older children wants to join in the play. Children confidently explore their surroundings, developing and excitedly practising new skills, such as opening and closing the door, showing a keenness to learn. They are tempted away by the childminder's enticement towards different resources. They empty and fill 'Noah's ark' with animals, competently fitting them inside the vessel and attaching the roof, finding the way to solve the problem and make it fit.

The childminder has a good understanding of how to support children and capture their interest, offering resources and activities she knows they enjoy. She is fully aware that children learn through play and provides spontaneous opportunities to help them make progress in a playful way within everyday routines. For instance, they count the steps as they go up and down the stairs to promote an awareness of number. She talks to the toddlers, providing a commentary to activities, repeating key phrases to encourage their speaking skills. She repeats what they say, interprets their babbles and develops their use of sounds, such as 'click click' for the hooves of a zebra and 'brrrrr' for the motor of a car.

Toddlers' physical skills are developed as they practise their crawling and walking abilities. They are encouraged to be independent as they make their way around the room,

choosing resources displayed at their height. They find a monkey puppet and offer it to the childminder, who quickly makes use of the resource to sustain their attention and develop their listening and understanding skills. They are curious about this new creature, and when asked by the childminder to copy its clapping action, they respond by pushing its paws together. Children have some opportunities to explore the outdoor area. They observe the natural world and the chickens in their coop, learning where their food comes from as the chicken's eggs are collected.. However, the childminder does not currently make maximum use of the garden to enable children to enjoy further energetic play and games. The childminder is aware that she needs to liaise with parents to ensure children can be dressed appropriately for the weather.

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

The childminder meets children's individual care needs effectively. She is responsive to their needs, for example by providing time and facilities for rest, she recognises individual signs of tiredness in the children she cares for and promptly reacts to these, for example when toddlers begin to crawl instead of walk and when older children arrive from a busy morning at a new nursery. Toddlers settle quickly to sleep, demonstrating their feeling of security in the familiar surroundings. The childminder prepares nutritious meals and snacks that meet children's individual dietary needs and encourage them to eat healthily and to develop tastes for new foods, such as cucumber and grapes. Children learn to follow effective personal hygiene routines as they wash their hands before eating. Nappy change procedures are suitable in helping protect children from the risk of cross infection.

Children show independence and enthusiasm for learning as they move around the play area and make their own discoveries within the childminder's home. They are secure in the knowledge that their carer is close by and begin to develop the skills they will need in their future learning. Praise and positive reinforcement used by the childminder promotes children's appropriate behaviour and confidence. Children respond to the set boundaries and demonstrate a clear understanding of the routines of the provision, for instance taking off their shoes and coats as they come in. They learn to keep themselves safe as they practise fire drills and by wearing wrist straps when outside the home. The childminder supports the children to develop a positive sense of their own identity by providing positive images of diversity and helping them to understand others' lifestyles.

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

The childminder has high expectations for the quality of care that she offers. She ensures that all paperwork and procedures are in place to underpin the service and to meet the requirements of the Early Years Foundation Stage. She seeks and acts on advice from other professionals, as she develops her practice and identifies priorities for improvement. She considers her own professional development and attends training courses to enhance her knowledge, for instance in areas, such as health and nutrition and meeting the needs of children with special educational needs. Since registration, she has developed aspects of the environment and play provision to offer a good range of resources, which reflect children's interests and support their learning across all areas of development. Following

recent advice she is adapting her observation and assessment systems to ensure she makes best use of resources, such as Development Matters, when considering children's developmental bands.

The childminder has a good understanding of her duty to safeguard all children in her care. She has all relevant contact numbers available to ensure she can contact the appropriate authorities if she has a concern, including the 'out of hours' team of Social Services, for use when she provides evening care. The childminder's home is warm and welcoming; relevant information, such as the certificate of registration and notices to share with parents are displayed in the hallway. Posters and accessible toys and resources make the environment child-friendly and interesting for the children attending. Children's safety is well considered. Written risk assessments are in place for some high-risk activities, such as use of the trampoline, which parents give specific permission for their children to use. The childminder supervises children effectively, and supports them in getting used to being in the company of her pets at parents' requests. To ensure their safety they are never left alone with the animals.

The childminder works well in partnership with parents, in particular to meet children's care needs. She obtains information about their interests, so that she can plan relevant activities to ensure their enjoyment and that they make good progress. Their care routines are effectively followed, so children quickly settle and feel at home in the setting. Items from home are brought along to ensure that the youngest children are reassured by their access to familiar belongings. The childminder's initial system for sharing information with parents, through basic daily diaries, has recently been changed and 'Journals' have been introduced. These record the activities in which children have been involved and show the considered next steps for their learning. However, the assessment procedures, when children first attend the setting and as they make progress, do not make the most of opportunities for parents to share information about how their children have been learning and developing at home. Relationships with professionals, in other settings children also attend are developing. The childminder has obtained consent from parents to share information and is working with the other settings to begin to meet children's identified needs in a consistent way.

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	EY444898
Local authority	Telford & Wrekin
Inspection number	790949
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6

Number of children on roll	5
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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