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| Inspection date | 02/09/2013 |
| Previous inspection date | 10/01/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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's learning is supported through a range of activities that are challenging and well matched to the needs of individual children. They reflect all areas of learning and enable all children to make good progress.
- Children are well prepared for school and the next stages in their learning as a result of their acquisition of skills in the prime areas, and the well-embedded transition arrangements to school and other early year's providers.
- The childminder has developed strong working partnerships with a range of partners and parents in order to effectively self-evaluate the quality of the provision and set targets that is leading to effective improvement.
- Children have strong bonds with their key person, developed through nurturing relationships and the childminder being a positive role model in their lives.

It is not yet outstanding because

- Resources to support children's literacy development are not fully available as part of everyday activities and routines.
- There is scope to enhance information provided to parents on children's progress and learning through further explanation and demonstration of how children learn and achieve.

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 conducted a joint inspection of the childminder and her co-minder.
- The inspector observed children's play and activities in the garden and conservatory, and toured the whole premises.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took into account the views of parents through written statements.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband and one adult child in the town of Craven Arms between Shrewsbury and Ludlow, in South Shropshire. They live within walking distance of the town centre and local schools and close to local attractions. The whole of the ground floor of the house and the enclosed rear garden is used for childminding. The family has one pet dog and goldfish. The childminder works with her daughter as a co-minder.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll who are in the early years age group. The childminder holds a qualification at level 3. She is a member of the Professional Association for Children and Early Years. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- develop the educational programme for literacy, for example, by providing further opportunities for children to access books and written text throughout everyday activities and experiences
- provide further information and explanation to parents about how children learn and achieve their developmental milestones through a variety of methods, for example, by using photographs.

Inspection judgements

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

All children make good progress towards the early learning goals, as a result of effective teaching delivered through challenging and interesting activities that are well matched to meet the needs of all children. The childminder has a strong focus on the prime areas of learning; they plan for these effectively and allow children to develop the necessary physical, social and communication skills which prepare them well for school. For example, children are able to manage their own toileting needs as the childminder provides a safe, accessible environment for children to access. The childminder has high aspirations for children's learning; she knows what skills children need to be ready for school and works meticulously hard to provide opportunities, such as early writing skills during role play

activities. The childminder records children's starting points well. She liaises with parents when children start to understand how to meet their needs and comprehensively identifies children's prior achievements to build upon them in future planning. Parents are kept well informed of their children's progress during their time at the setting. The childminder arranges regular meetings with parents throughout the year, to show them the progress their children have made over time and in relation to their starting points. However, the information and explanation about how children have achieved their developmental milestones could be expanded on to give parents a clearer and more precise overview of how their children learn and achieve.

The childminder is able to demonstrate how to complete the progress check at two, however due to the age of children in her care she has not yet had to complete this assessment. The childminder completes daily observations to record children's achievements and progress, and analyses these well to identify suitable and challenging next steps in children's learning. Observations and assessments are recorded in learning journals which demonstrate the good progress children have made over time. Ideas for learning and play are supplied in abundance to parents. For example, children who become frustrated in their physical development, are supported at home by ideas the childminder shares with parents. Many children who attend the setting have working parents, and therefore, the childminder attends community and local nursery events on behalf of parents. The childminder understands her privileged position and works hard to share these experiences with parents, to ensure they feel involved in their child's learning. The childminder is fully committed to making a difference for every child in her care including the youngest children. She does this through her expert knowledge of child development and a strong partnership with the local health visitor. As a result, the childminder coordinates a triangulated approach between the health visitor and parent to identify any interventions necessary to support the development of all children.

The childminder's approach to learning and development is through child-led play within a well-planned and well-resourced environment. The childminder delivers a broad range of activities for children of all ages. Children learn to play together harmoniously as the environment is thoughtfully set up with sets of resources that are in most cases multiple. For example, children's preferred resources, such as cars and trains are set up for two to three children to play together without restriction or frustration. Physical activities enhance the learning of both the youngest and oldest children. For example, younger children develop their fine motor skills as they grasp simple gardening equipment to dig. The childminder develops this learning, through demonstration as they model how to hold items correctly. Children are supported to learn concepts, such as, how much pasta is in their filled tubs; the childminder provides challenge and differentiation as she poses questions for children to predict and experiment with. There are books available for children to read, and they enjoy sharing books during identified parts of the day. However, there are no further opportunities to celebrate and introduce children to different types of literature and written text throughout the broad range of learning experiences. For example, children's interests in gardening and growing plants could be further developed by subject related books being part of play and learning activities.

Children are engaged in their play exploration; they take risks as they use challenging equipment, such as balancing stilts and adopt a 'can do' attitude as they master new skills

through trial and error. The childminder encourages children to keep trying, but also takes time to reflect on what the children did well and what could be improved next time. This reflective approach allows children to learn from their mistakes.

The childminder works with her co-minder well to meet the learning needs of both the youngest and oldest children. They plan differentiated opportunities on a daily basis, matched to all children's interests and abilities. As a result of the co-minder being present most days, there is flexibility, so if required they can work with different ages of children separately to further enhance children's good progress.

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

The childminder works with her co-minder to implement the key person arrangement well. Each child is contracted to a childminder on enrolment to the setting for contractual purposes. However, the childminder has a comprehensive understanding of what the role of the key person is including special relationships with parents and strong bonds and attachments with children. As a result of this understanding, the childminder and her co-minder work together in response to children's preferences to identify key persons for each child. They work together to act as a buddy for each other to ensure during absence or daily tasks, each child's needs can be met comprehensively. The childminder knows her children and families extremely well. They become part of an extension to the childminder's family, while still upholding a professional relationship. As a result of this, children treat the childminder's home with love and respect as they would their own home. Children are extremely happy and relaxed in the care of the childminder. Existing children have a deep rooted bond with the childminder which has developed from her nurturing care and kind attitude towards children. They show respect and affection to the childminder whom they understand is an important part of their lives. New children develop a bond quickly and find reassurance from the childminder during the induction period, through cuddles and familiar routines.

The childminder works with parents extremely well to prepare children for nursery and make the daily transition between nursery and the childminder setting smooth. The childminder takes children to 'stay and play' sessions prior to them starting at nursery which allows them to become familiar with the nursery environment and routines.

The behaviour of children is very good. Older children play cooperatively together as they expand role play ideas, and work together to achieve desired outcomes. Children are encouraged to develop their independence and manage their own behaviour as they learn consequences. The childminder and her co-minder have a consistent approach to managing behaviour. They remind children of the positive rules, such as 'we walk in the house' and 'we are nice to our friends'. This supports children's understanding of positive behaviour and what is acceptable.

Children enjoy their time at the setting, as they provide frequent commentary to the childminder. For example, they say 'I love you' and 'I love it here'. Children are happy to return to the setting from holiday, they explain to the childminder their enjoyment of their recent trip, but emphasise their satisfaction at being back at the setting with their friends

and the childminder.

Children feel safe within the setting as a result of the freedom they are given and the safety rules in place. They are suitably wary of visitors who arrive at the childminder's home and seek reassurance of their suitability from the childminder. The children have access to the whole of the ground floor and are aware of the possible risks within the home, such as slippery floors and steps. Consequently, children conduct themselves in a safe manner as they know not to play in front of doorways, or run in unsuitable areas.

The childminder is an outdoor enthusiast and as a result many learning opportunities take place outside. The outdoor area is part of the continuous learning provision and promotes children's development in all areas. Children spend time outside in all weathers, and therefore understand the importance of going outside for fresh air. The outdoor space is rich in opportunities to develop children's physical skills including their large motor skills, such as running, jumping and playing with balls. Children know it is important to keep healthy and how physical exercise can aid this. The environment is equipped to support children to manage their own personal hygiene needs from an early age. There are tissues at children's level to wipe their noses and dispose of safely, and children are able to access toileting facilities independently and are encouraged to do so without constant supervision.

The environment is homely and very welcoming. There are a wide range of resources available to children. The childminder is able to rotate resources to maintain interest and build on existing learning. The deployment of resources to promote children's literacy development could be further improved by arranging books and text in areas of play, for example, by displaying shopping lists and price lists in the shop area. Resources are suitably accessible to children, and the childminder has taken action to improve the safe accessibility of resources following a recent accident, by removing a chain from a toy box, to prevent any further injury to children. There are a range of resources for both older and younger children of which many promote children's understanding of the world in which they live. The youngest children develop their early physical skills safely as they 'cruise' around furniture that is suitably placed.

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

The childminder has a good understanding of how to meet the learning and development requirements. She monitors the planning of activities on a termly basis by updating enhanced provision planning for both younger and older children and ensuring that activities reflect their needs and interests. The childminder is able to identify gaps in educational programmes, such as, understanding the world, and make improvements in practice and resourcing to further enhance this area. For example, resources to reflect diversity are available and the childminder takes children on regular trips into the local community. The childminder works with her co-minder and vice versa to monitor the quality of teaching as they feedback to each other on a daily or weekly basis about the strengths and weaknesses in practice. As a result, they are able to identify strategies for improvement. The childminder refers to guidance to benchmark the assessments of

children's progress. The co-minder provides an objective view on the childminder's assessment along with the local nursery to ensure assessments are precise and reflect children's abilities.

The childminder has a strong commitment to safeguarding children and a detailed understanding of the safeguarding and welfare requirements. The childminder adheres to all necessary policies and procedures, and is able to demonstrate what action to take in the event of a child protection concern, which is underpinned by training. The childminder knows how to keep children safe, and has taken action to improve this knowledge through working with additional agencies and seeking advice from relevant professionals. The childminder carries out comprehensive written risk assessments, and records all accidents that occur. The childminder carries public liability insurance and acts promptly to renew this before expiry. The childminder takes action to keep children safe, as she uses mobile phones and cameras safely, for example, by not allowing any other member of the household to have access to confidential details and photographs of children.

The childminder has completed a range of training in the past including a recognised qualification at level 3. She has recently signed up to the local authority training package in order to enhance her knowledge and skills further and to maintain all mandatory training, such as first aid. The childminder completes training annually, and reflects on weaknesses and areas for improvement to identify her training needs. The childminder is able to keep children safe as a result of training, and has an in depth knowledge of child development from her qualification at level 3.

The childminder and her co-minder have a range of written policies and procedures. This supports their consistent practice and approach to many aspects of their care, including behaviour management and the safeguarding of children. The childminder knows the policies and procedures well and shares them with parents and other partners, such as Ofsted and the local authority to ensure compliance with all requirements. Policies and procedures are reviewed regularly to reflect and improve practice and to take into account the views of parents and children. For example, the childminder has recently developed the settling in procedure to accommodate children who do not settle at the setting or find transitions difficult.

The childminder, with her co-minder has a written self-evaluation document. This demonstrates how they reflect on practice, advice and the views of parents and children. Significant progress has been made since the last inspection, and identified gaps in the educational programmes that required improvement, have been addressed. For example, parents are now fully informed and aware who their child's key person is and there are more resources available to promote acceptance of diversity. Over the past 12 months the childminder has been visiting other early year's settings and childminders to benchmark her practice and improve the range and quality of activities available. This has made a significant difference to the quality of the learning environment and the differentiation in learning for the oldest and youngest children.

Partnerships with parents, early year's providers, schools and the local community are strong. This setting is an important part of the community in which parents rely on to meet their needs. Being part of a close knit community, the partnerships between the

childminder, local health centre, children's centre and other early year's providers are personable. This has significant benefits to the children as they are able to form their own special relationships with these partners in their own local community. This is further extended through their parents. The partnerships that have been formed are purely for the benefit of children. For example, the local health visitor visits the setting on occasions to observe the children and provide general health advice to the childminder and parents. The childminder has been able to work with the local school and nursery to agree how to prepare children for their transition. As a result, planning and experiences are adapted in order to ensure all children are well prepared for the next stage in their learning.

The Childcare Register

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| 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 |
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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 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

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| Unique reference number | 405316 |
| Local authority | Shropshire |
| Inspection number | 910337 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 10/01/2011 |
| 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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