

Inspection date

Previous inspection date

05/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are making sufficient progress in learning and development from their starting points.
- Children are confident, settled and have developed secure attachments with the childminder and her family which promotes their well-being.
- Children are supported well in settling into the setting and in their transitions to school, which develops their confidence and emotional well-being.

It is not yet good because

- The childminder does not yet gain information from parents about their children's learning at home, which means that her ability to plan for their further progress is reduced.
- The child protection policy in place, does not fully reflect the childminder's role with regards to safeguarding, to parents.
- Information about the Early Years Foundation Stage is not sufficiently shared with parents.
- Self-evaluation is not yet fully established in order to clearly prioritise weaker aspects of practice.

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 viewed all areas of the property used for childminding purposes, indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities and interaction between the childminder and children in the main downstairs rooms and the garden.
- The inspector examined a range of documentation including planning, policies and procedures, and children's developmental records.

Inspector

Sharon Lea

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 four children, aged 21, 14, six and two years in a house in Wrockwardine Wood, Telford. All areas of the property are used for childminding, except for the ground floor bedroom. There is an enclosed garden available for outdoor play.

The childminder attends local groups and activities and she visits the shops and park on a regular basis. She is able to take and collect children from local schools and pre-schools. There are currently two children in the early years age group on roll, all of whom attend on a part-time basis. The childminder operates all year round from 9am to 4.30pm, Monday to Saturday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the current child protection policy fully reflects the guidance and procedures of the Local Safeguarding Children Board, to support parents awareness and understanding of the childminder's role in safeguarding the children in her care.

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

- involve parents and carers in supporting their children's learning at home and sharing their children's experiences and achievements at home with the childminder
- develop ways to share information with parents about how the Early Years Foundation Stage is being delivered and how they can access further information about this
- develop the self-evaluation process and action planning, including the views of parents and children, to overcome weaknesses and identify strengths and areas for further development in order to secure continuous improvement.

Inspection judgements

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

The childminder has a suitable understanding of the learning and development requirements and provides a programme of activities that support children to make sound progress towards the early learning goals. This means that they are suitably prepared with the skills they need to be ready for school when the time comes. She regularly observes children at play which enables her to keep up-to-date with their changing interests and potential next steps for development. For example, she uses children's interest in large building bricks outdoors, to support their learning further through introducing them to mathematical concepts such as size, height and colour. This demonstrates the childminder's teaching skills and her awareness of how to support children in their learning and development. The childminder records children's progress through written observations and photographs of them engaged in activities, which illustrate their engagement and their developing skills. Children have individual development folders, which celebrate their achievements through observations, photographs and examples of their creative art work. The childminder uses this information to appropriately assess children's learning when they first attend the setting and on a continuous basis, supporting her to effectively plan to support them in their next stages of learning and development.

The childminder gives a high priority to gaining detailed information from parents about their children's interests and preferences prior to attending the setting. This enables her to provide activities and resources which meet their initial needs and supports their progress from their starting points. The childminder shares information about children's care and play with parents through a daily diary and verbal feedback. In addition, she shares regular development summaries with parents about their children's progress in the seven areas of learning. However, there is scope to develop parental involvement further, through providing opportunities for parents to share their child's learning and development at home. This will ensure that children benefit from a consistent approach to their learning, enhancing the progress that they make.

Children play in a homely environment, with resources which reflect their interests and stage of development. For example, younger children explore dough through squeezing and moulding it, while older children make cakes and 'wiggly worms'. The childminder supports younger children through showing them how to roll the dough. She extends older children's imaginations through the provision of craft resources, which they use to decorate their cakes and add features to the worms they have created. This supports their physical skills through exploring what they can do with the dough and their communication skills, as they talk with the childminder and one another about what they are doing. The childminder knows what children can do and what their main interests are, and uses these indicators appropriately as starting points for her weekly planning, providing a balance of both child-initiated opportunities and adult-led activities. Children have daily access to a safe, enclosed outdoor area and further experiences at local groups and parks.

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

Children are confident, settled and have developed good attachments to the childminder and her family. This is because she provides settling in sessions with their parents which enable them to become familiar with her and the new environment. She obtains key information from parents at the start of the placement to ensure that individual needs and routines are known and met. This helps children to settle easily and more readily into her care and means that children's emotional needs are well met. The childminder has developed an appropriate system of information sharing with other providers in order to work in partnership and to aid children's transition from her care, into schools.

The childminder knows the children well, supporting younger children to verbalise their needs and encouraging older children to confidently express their feelings, for example, about their first days in school. Evidence of children feeling safe and secure is further reinforced, through their confidence in speaking to visitors, about their interests and activities they have been involved in. There is a clear sense of belonging as children happily talk about their families and home-life, and readily involve the childminder in their play. The organisation of the environment supports children to develop their independence. Children explore the environment freely and help themselves to a sufficient range of resources to follow their interests and initiate their own play. Behaviour is good as they respond well to the consistent boundaries set by the childminder, for example, by sharing resources and sitting down to eat and drink. Their self-esteem is supported well through the positive praise they receive from the childminder, in response to their efforts and achievements.

Children's safety is prioritised as the childminder carries out daily checks to ensure that the premises are secure, clean and safe. Daily outdoor opportunities in the safe, enclosed garden or local parks ensure that children are supported to be physically active and learn about the benefits of fresh air and exercise. Visits to local parks also provide opportunities for children to learn about how to cross roads safely, and to take safe risks on challenging equipment, developing their understanding of how to keep themselves safe. The childminder has menus in place, which promote healthy eating at snack and mealtimes and support individual dietary needs and preferences. Children's health is further promoted as the childminder encourages regular hand washing, enabling children to do this independently. This supports them to develop their self-care skills, which is beneficial to their next stage in learning, such as school.

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

The childminder demonstrates a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. She is aware of the importance of assessing and monitoring children's progress, and has developed clear records to support this, which she regularly shares with parents. However, opportunities to share information with parents about how the Early Years Foundation Stage is being delivered by herself,

and how to access further information is not fully in place, to develop their understanding of ways to support their child at home.

Children are safeguarded appropriately and the childminder has all of the relevant documentation in place to ensure that children are kept safe and secure. She provides a high level of supervision for the children and takes suitable steps to identify and minimise risks to them. She carries out daily checks to ensure that the premises are secure, clean and safe. The childminder is fully aware of the signs to alert her to any child protection concerns and to whom these should be reported. However, the current child protection policy does not fully reflect the Local Safeguarding Children Board procedures. Although this does not directly affect the children, parents are not fully informed about the childminder's role in safeguarding. This is also a breach of a requirement of the Childcare Register.

The childminder demonstrates a willingness to improve her knowledge and develop her professional skills through further relevant training. In the short time that she has been childminding, she has identified her strengths, such as, developing positive relationships with children and supporting their learning and has developed her practices regarding observations and planning. However, she has not developed an effective system of evaluating her practice or provision which means that areas of weakness, are not being identified and addressed.

The childminder has developed positive relationships with parents, which supports continuity in children's learning and care. Parents receive daily feedback and regular summaries of their children's progress. The childminder has a parent's notice board to share relevant information regarding menus, insurance details and Health and Safety, and provides parents with information about herself and a policy pack on admission. The childminder understands the importance of sharing information between providers when children attend more than one setting and as a result, has developed close links with local nurseries and schools to support this. She understands her role in carrying out the progress check at two and where to obtain additional support for children, if needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a clear written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect.

- keep and impliment a clear written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect.

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	EY448431
Local authority	Telford & Wrekin
Inspection number	895789
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

