

<b>Inspection date</b>	04/11/2013
Previous inspection date	29/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 enjoy their time in this warm and welcoming home. They are able to develop positive relationships with their peers and the childminder. As a result, all children make good progress in their learning and development.
- The childminder has a good understanding of how young children learn, through her secure knowledge and understanding of the Early Years Foundation Stage. This means that Children's play and activities are well supported.
- The childminder has a detailed knowledge and understanding of her roles and responsibilities in relation to safeguarding children. This ensures that her practice is fully effective in ensuring children are safeguarded at all times and their needs are continually met.

#### **It is not yet outstanding because**

- There is scope to improve all opportunities to capture and enhance children's learning, by ensuring that they have opportunity to develop their self-awareness.

## 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 children's activities indoors.
- The inspector looked at a range of documentation.
- The inspector spoke with the childminder about her practice, daily routines and children's individual learning.
- The inspector carried out an observation with the childminder on an activity.

## Inspector

Lesley Bott

## Full report

### Information about the setting

The childminder was registered in 1987 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Shrewsbury. The whole of the ground floor and garden are used for childminding. The childminder attends a toddler group and other local activities. She visits the shops and park on a regular basis and she collects children from the local schools.

There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and 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 further improve the quality of the early years provision the provider should:

- enhance opportunities for children to develop their self-awareness even further, for example, by displaying examples of their work to reflect on, to support their emotional well-being.

## Inspection judgements

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

The childminder places a high value on the importance of the role parents have to play in their child's learning and development. Consequently, she is successful in engaging parents to take part in their child's learning from the outset. The childminder develops an accurate understanding early on about what children know and can do, from observations and assessments of their progress. This helps to identify any early recognition of possible additional needs children may have, in order to support their learning, if required. As a result, children are well supported to make good progress relative to their starting points and capabilities.

A high priority is given to preparing children for their next steps in learning. The childminder has a good understanding of effective teaching and learning, as a result, she can effectively support children to become confident and enthusiastic learners. The childminder is skilful, attentive and fully focused on encouraging children to discover new experiences. She places great emphasis on following children's leads and interests, to support and extend their learning. For example, she joins in with their play as she hides behind the door as they play 'peek-a-boo' together. Later the children excitedly join in with a throwing and catching game as 'teddy' flies through the air between each other.

This helps to develop children's personal, social and emotional development as they take turns to successfully catch the teddy.

The childminder makes good use of her garden and outdoor area to provide children with a variety of experiences. They join in with the childminder, collecting leaves and piling these into their ride on tractor and trailer to make a big pile to jump into, or just enjoy being able to kick the dry leaves. As a result, children's physical development is encouraged as they develop an interest and investigate resources outdoors. In addition, children are involved in joining nearby groups, as they develop an understanding of the wider world and their local facilities. For example, the children attend weekly French lessons, and attend movement and music groups, as they increase their skills for the next steps in their learning and in preparation for school.

Communication and language is well fostered through children's interest in books and words. They join the childminder on the settee to listen to a familiar story and chat away about a recent holiday, as they recall events in their life. However, there is room for the childminder to improve children's self-awareness. For example, children do not have the opportunity to see and reflect on their own work within the childminder's home.

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

Flexible settling-in sessions are offered to parents, to ensure that children have sufficient time to form strong attachments with the childminder. Parents are offered the opportunity to visit the childminder and in turn she visits the children in their home, to ensure that they quickly begin to feel at ease and form secure relationships. This helps to ensure the transition from home to the childminder's is smooth and children benefit from this. The childminder also develops links with other settings to provide opportunities to discuss and explain what the new experiences will be like. For example, good working relationships with reception teachers of local schools that children will attend help prepare children for school readiness and lay firm foundations for the future. This helps children to feel prepared for the next steps in their learning.

The childminder treats all children with sensitivity and kindness, taking into account their different stages of development. As a result, the children enjoy a harmonious environment, where positive behaviour and actions are embraced. Children quickly become aware of right and wrong, knowing what they can and cannot do, while taking on board the feelings of others. As a result, children's needs are effectively met and children enjoy praise and reward.

Children can move around the childminder's home freely and access all toys and equipment safely as they follow their own interests. Their independence and self-confidence is supported well, through the organisation of the indoor and outdoor learning environment. Toys and equipment are clean and well maintained and the children are reminded, by the childminder, to wash their hands at appropriate times during the day, as they learn good hygiene practices. The childminder has a good understanding of children's safety while enabling them to foster their independence and achieve. Children gain a good

understanding of how to keep themselves safe as they follow sensible rules, for example, younger children are encouraged to 'blow' on their hot food before eating it, to keep themselves safe from burning their mouths. Children know and understand about keeping safe outdoors as they stay close to the childminder or hold her hand when walking along the pavement on outings.

Children develop a positive attitude towards a healthy lifestyle. For example, the childminder discusses healthy choices and food with the children as they enjoy their well-balanced lunch together at the table. They benefit from regular fresh air and exercise in the garden, movement and gymnastic groups and enjoy swimming in the warmer weather with the childminder, as they extend their physical development.

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

The childminder is fully committed to developing her service, she is aware of her strengths and weaknesses and demonstrates a strong commitment to continuous improvement. Since the last inspection she has improved her paperwork and practice. She is constantly looking at ways to improve her service and regularly attends training courses. Parents views and comments are taken on board, to further enhance all aspects of her practice. Written risk assessments are in place, which show how the childminder addresses any potential hazards to ensure children's safety is promoted at all times.

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. A comprehensive policy includes the procedure to be followed in the event of an allegation of abuse being made against her. This ensures that the childminder is aware of what she should do following such an event.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a range of realistic, effective and challenging experiences to enable them to make good progress. The childminder ensures that all areas of learning are covered and the next steps in children's learning are highlighted. As a result, children's progress is monitored and assessed consistently.

Effective partnership working with parents fully supports children's overall development. The childminder responds sensitively and appropriately to children's individual needs and takes on board parents' wishes. Links with external agencies and services are in place, as the childminder is aware of the importance of partnership working and the impact this has on her practice.

### **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. It will be monitored and inspected within twelve months of the date of this 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		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

<b>Unique reference number</b>	506587
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	819387
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/05/2012
<b>Telephone number</b>	

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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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