

Inspection date	02/10/2013
Previous inspection date	05/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The childminder interacts with children in a playful way and provides a sufficient range of activities for them based on their interests. This supports children's steady progress in their learning and development.
- The childminder has a caring and friendly nature; as a result, children's transition is smooth, they settle easily into her care and are happy and content.
- Children are beginning to understand what behaviour is acceptable through the childminder's guidance and use of effective behaviour management strategies.

It is not yet good because

- Children are not always fully supported initially, as the childminder does not conduct a base line assessment on their entry to fully support their progress from the start.
- The procedures for monitoring and reviewing risk assessments are not fully effective in minimising hazards to children, particularly regarding cleaning products.
- The childminder does not record her assistant's hours of attendance in her daily register to ensure ratios are met to fully protect children's safety.

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 in the lounge and kitchen.
- The inspector spoke with the childminder and assistant about her practice, daily routines and children's individual learning.
- The inspector looked at a range of documentation, including the childminder's self-evaluation.
- The inspector carried out an observation with the childminder on an activity.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lesley Bott

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children aged six, 10-year-old twins and 12 years in a house in Bridgenorth, Shropshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has a cat as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, seven 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 and works with an assistant at various times. 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:

- establish children's starting points and use this information to plan challenging next steps in learning for each child
- ensure that aspects of the environment identified within the risk assessment are checked on a regular basis, in particular; the storage of cleaning products in the downstairs toilet
- promote children's safety at all times by maintaining records of the hours of attendance for the assistant to show that staff ratios are met.

Inspection judgements

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

The childminder has a satisfactory understanding of the seven areas of learning and development and uses her knowledge about how children learn through play and interaction to ensure their next steps are suitably identified. She can make a sound link between what is observed and how this can be incorporated into children's play, thereby,

ensuring her awareness of the measure of how much progress the children make. The childminder carries out regular observations and this informs monthly planning, which supports children to make satisfactory progress across all areas of learning. However, the childminder does not establish children's starting points when they first arrive and, therefore, cannot initially plan challenging next steps. Observations of children's activities are recorded in their 'scrap book', which is shared with parents on a regular basis. Recipes from baking and cooking sessions are available to parents in order for them to replicate the activity themselves. This keeps parents suitably informed about their child's progress and achievements and helps them to be involved and support their child's learning at home.

Children are happy and content in their play and benefit from the warm, positive interaction with the childminder, which helps to promote their personal, social and emotional development. For example, the children snuggle up on the chair with the childminder to listen to a story. They add to the story, as they talk about the fruit that they like to eat and have the opportunity to identify the fruits and meat that the caterpillar eats as they turn the pages of the book. This helps develop children's communication and language skills. Children are well prepared for the next steps in their learning, such as starting school, as the childminder sits on the floor at the children's level to ensure they get plenty of support and encouragement as they play. She introduces new sounds and words to younger children and helps consolidate older children's understanding of shapes and colours as they play and count with the wooden blocks.

The childminder demonstrates a broad understanding of how to engage and capture children's interest in a variety of experiences and activities to promote all areas of learning. She makes relevant use of the outdoors to provide children with first hand experiences of fresh air and physical exercise. For example, the children collect leaves while on a walk and use these in a leaf rubbing activity, using different coloured paper and crayons. This helps to support children's understanding of changing seasons and to use their senses to explore and experiment. Younger children's imagination is captured as they push their babies around the room in the pushchairs, using blankets to cover them up while telling others to 'shhh' and be quiet as their baby is sleeping.

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

Children benefit from one-to-one attention from the childminder who is warm and responsive to them to support their emotional well-being. This helps children to form secure bonds and attachments with the childminder and ensures a smooth transition from home into her care. The childminder works closely with parents to support children in reaching milestones, such as self-feeding and potty training. This helps promote a consistent approach.

The childminder supports children in learning about being healthy as they understand why hand washing is important. The childminder takes appropriate measures to minimise the

spread of infection through her careful routines throughout the day. The current children bring their main meals from home and the childminder discusses individual dietary needs and preferences with parents. Healthy snacks of fresh fruit and regular drinks are offered by the childminder to help maintain children's well-being. Children have regular opportunities to be outdoors as they enjoy the fresh air and exercise. The childminder includes trips to the local park and facilities within the school run for children to develop their physical skills as they enjoy climbing, and balancing on the large equipment.

The childminder conducts risk assessments on and off the premises. The majority of the home is safe and care is taken to secure the main doors and check the identification of any unknown callers. However, some cleaning products are left within children's reach in the bathroom. Although, the childminder supervises the current children carefully as they are developing their toileting habits, these hazards pose a potential risk to children's safety. Children begin to learn about safety as they take part in regular emergency evacuation procedures and listen to safety reminders from the childminder. For example, they use tidy up time to put toys and resources away to ensure that areas are clear and free from obstruction for their next activity. This awareness helps to support children as they prepare for the next big steps in their lives and as they develop independence.

Children make choices about their play as they sort through the various toy boxes and the childminder knows that certain items are favourites. For example, the wooden blocks are regularly out and children favour the musical instruments as they sing familiar songs. Children's behaviour is managed appropriately as the childminder offers support in learning to take turns and share equipment and resources. Children are praised by the childminder when they display good manners, such as using 'please' and 'thank you', to promote their self-esteem. Transitions to other settings and to school are supported by the childminder because she shares information about the children's care and learning, thereby, fostering continuity and consistency between all settings. This fosters children's school readiness.

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

The childminder has attended suitable training in safeguarding to keep her knowledge of child protection issues secure. This ensures that the childminder fully understands her responsibilities in meeting the safeguarding and welfare requirements. She shares her policies and procedures, including any amendments or updates, with parents ensuring that there is a suitable exchange of information. The childminder and her family have undergone the relevant checks to assure parents of their suitability. In addition to this a robust procedure is in place to ensure the suitability of assistants who safeguard children. Although, there are no issues with ratios being maintained, currently, records do not detail the hours of attendance for the childminder's assistant. This means a requirement is not met and, as a result, children's safety may be compromised.

The childminder demonstrates a secure drive to continually develop her practice and skills.

Since the last inspection she has addressed the recommendations raised, improving her practice, planning and paperwork to address the next steps in children's learning. The childminder has a, generally, sound understanding of meeting the learning and development requirements. She is aware of observing and monitoring her educational programme and fully embeds this into improving children's care and learning experience. The childminder has an adequate awareness of her strengths and weaknesses and demonstrates a commitment to continuous improvement through her self-evaluation.

The childminder has positive relationships in place with parents. This ensures that children's individual needs are suitably met. Daily communication is used effectively to provide parents with information about their child's ongoing personal routines and achievements. Comments from parents indicate their satisfaction with the service they receive, they enjoy the welcoming 'home-from-home' environment for their child. The childminder understands the importance of working cooperatively with other settings that children attend. As a result, this ensures the continuity of learning and care for all children.

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	EY320709
Local authority	Shropshire
Inspection number	937893
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	12
Name of provider	
Date of previous inspection	05/10/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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