

Inspection date	09/01/2014
Previous inspection date	11/11/2008

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children feel safe and secure with the childminder, who provides a caring and nurturing environment where they are happy and comfortable. They build strong attachments and bonds, which promotes their emotional well-being and confidence.
- Children are effectively protected because the childminder carries out daily visual safety checks of her premises and equipment and has a good knowledge and understanding of appropriate safeguarding procedures.

It is not yet good because

- The childminder does not complete the progress check at age two in a timely manner to enable strategies to be put in place to target and close identified gaps in learning and development. This hinders the provision of timely support for children who may be making less than expected progress.
- The childminder is not effective in planning activities to meet the needs of individual children, this means that gaps in learning and development are not fully supported and extended.
- Daily routines do not include regular snack times to enable children to enjoy healthy snacks while promoting their physical well-being.

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 looked at and discussed a range of policies and procedures and took into account information on the childminder's self-evaluation form.
- The inspector observed children as they played and at lunchtime.
- The inspector discussed children's progress with the childminder.
- The inspector looked at a sample of children's assessment records and planning documentation and discussed these with childminder.
- The inspector took account of the views of a parent spoken to on the day.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 15 and 18 years in a house in Telford. The whole of the house is used for childminding, with the exception of the childminder's bedroom. There is a fully enclosed garden available for outside play. The family has a pet dog.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the Professional Association for Childcare and Early Years and a member of Telford and Wrekin Childminding Network. The childminder is able to collect children from the local schools and pre-schools. There are currently seven children on roll, three of whom are in the early years age range. She receives support from the local authority. The childminder provides care all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- ensure assessments, particularly the progress check at age two, are completed in a timely manner to be able to identify and target children's individual needs, so any emerging concerns in children's learning and development can be appropriately addressed to close gaps in children's learning
- improve the planning of challenging and enjoyable learning experiences to ensure it is effective in matching activities to children's individual learning and development needs.

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

- extend opportunities to promote children's health and well-being, for example, by including snack time into daily routines so that children benefit from regular snacks.

Inspection judgements

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

The quality of teaching is sound and the childminder knows the children in her care well. She carries out regular observations of the children and relies on her appropriate

knowledge of the prime and specific areas of learning to evaluate these. This helps her to identify some next steps in children's learning. However, planned activities are not always tailored to meet these next steps, which means children do not always make good progress in all areas of learning. The childminder has started to complete progress checks at age two to inform parents and other professionals of children's individual progress, however, she does not optimise the use of these checks to target areas for children's development. This means that children are not receiving timely intervention to close gaps in their learning and development.

Children enjoy themselves and are developing a warm and caring relationship between themselves and the childminder. She is actively involved in their play and sits on the floor with them while playing with bricks and helps them to build towers. They share their excitement as the tower tumbles over and laugh together. Children regularly go to the childminder for spontaneous hugs, which are enjoyed by both parties. This helps to promote children's attachments and self-esteem. The childminder supports child-initiated play well. She is playful in her interactions and responds well to their interests, for example, she notices a child making tractor noises while playing with blocks and asks if they would like to have the vehicles out to play.

Parents are actively involved in their children's learning and development, they regularly view their child's learning journey book. Parents express positive comments about the care offered to their child and provide feedback to the childminder through questionnaires. This helps the childminder to evaluate her provision.

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

The childminder develops close relationships with the children and they are happy and emotionally secure in her care. As a result, the children have developed an attachment to the childminder who knows each child well and meets their welfare needs. The childminder leads by example and encourages children to share, take turns and use good manners. Children use a variety of age-appropriate toys and resources and the childminder suitably organises her home to allow children to make independent choices about their play. She has recently evaluated her provision and developed a booklet displaying photographs of activities for children to choose from. This promotes children's self-esteem and confidence.

The childminder offers a comfortable, inviting and child-friendly environment, where children have sufficient space to play and rest. All areas of the childminding provision are clean and well maintained, with regular checks undertaken on equipment. Children's safety is maintained as the childminder completes daily risk assessments of her provision. Children are actively encouraged to help tidy up toys before getting others out to ensure the floor space is clutter free and safe, this helps them to develop a sense of responsibility.

Children from a young age are encouraged to feed themselves and enjoy mealtimes. They wash their hands as good practice, which helps to promote healthy lifestyles. Children's

dietary needs are met daily because parents bring in meals from home and the childminder supplements this with healthy snacks, such as fresh fruit. There is no set time for snack and the childminder relies on children to request this. Unfortunately, some children are unable to communicate their needs to the childminder, which means their physical well-being is not fully promoted. The childminder does not maximise on opportunities during snack time to discuss healthy lifestyles and promote independence in children, for example, allowing them to peel their own fruit.

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

The childminder maintains clearly written policies and procedures, which she reviews regularly and shares with parents. She regularly discusses the needs of the children with parents and obtains permissions for all her practice. Children are cared for in a safe and secure environment. The childminder demonstrates that she knows what to do in the event of having a safeguarding concern. The childminder has carefully considered fire safety and has devised and practised emergency evacuation procedures. This ensures her ability to keep children well protected and safe.

The childminder demonstrates a good understanding of her responsibility to meet most of the requirements of the Early Years Foundation Stage. However, she does not fully understand how to complete or use the two year progress check to effectively support early intervention in children's learning and development. The childminder is committed to ensuring that children enjoy their time with her, feel safe and enjoy activities to extend their learning and development. However, planned activities do not always focus on targeting gaps that have been identified, which means children do not make suitable progress in all areas.

The childminder has good relationships with the parents of the children who attend and is highly regarded by them. They benefit greatly from her experience as a mother and childcare practitioner. For example, the childminder has built good relationships with other child carers and regularly exchanges ideas and good practice. She regularly attends and runs a local mother and toddler group, which the children in her care benefit from attending. The childminder is committed to furthering her training to improve her provision, for example, she has identified that learning Makaton sign language would enrich the children's experiences in her provision.

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

Unique reference number	EY216879
Local authority	Telford & Wrekin
Inspection number	872451
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11/11/2008
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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