

Inspection date

Previous inspection date

09/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Older children's safety and well-being is not given sufficient priority through the identification of all possible hazards in the outdoor play areas and on outings.
- Children's safety and well-being is compromised as personal hygiene routines are not consistently applied and some personal information about children is not recorded.
- Opportunities for children to embrace people's differences and similarities are not maximised. Consequently, children are not fully supported to respect differences.
- Opportunities to promote children's independence skills are not always used effectively.

It has the following strengths

- The childminder establishes warm and secure relationships with children. As a result, children have a strong sense of security and belonging.
- Children's learning is satisfactorily promoted as the childminder participates in child-initiated activities that provide open-ended experiences that promote creativity and critical thinking. Consequently, children display the characteristics of effective learning throughout the day.

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 activities in the downstairs playroom and in the outdoor learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and training undertaken by the childminder, the provider's self-evaluation form and improvement plan.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two teenage children in a village near Cleobury Mortimer in Shropshire. The whole of the ground floor, and the master bedroom on the first floor and are used for childminding. Toilet facilities are available on both floors and children have the use of an enclosed garden for outdoor play. The family has a dog and some chickens. The setting is adjacent to a working farm.

The childminder attends her local toddler group and activities at the local centres. She collects children from the local schools and pre-schools. She operates all year round from 7.30am to 7pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the safety and well-being of all children through risk assessment policies and procedures that identify and minimise all possible hazards to children in the outdoor play areas and ensure children are always within sight and hearing at all times
- make sure the enrolment form for each child records: the child's full name, date of birth, name, address and emergency contact details for every parent and/or carer who is known to the provider, who has parental responsibility and who the child lives with, special dietary requirements, preferences and food allergies and any special health requirements to ensure children's safety and well-being
- promote the good health of children by taking necessary steps to prevent the spread of infection, for example, by ensuring good personal hygiene routines are implemented consistently by adults caring for children and the children themselves.

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

- develop children's knowledge of how to keep themselves safe on outings
- extend children's appreciation of their wider society, for example, by providing positive images that challenge children's thinking and help to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- promote children's independence skills even further, for example, by involving children in helping to tidy away resources.

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

The childminder provides an environment that promotes the seven areas of learning and is tailored to each child's needs and interests. Consequently, children display the characteristics of effective learning, such as playing and exploring and 'having a go' throughout the day. Children make suitable progress within the Early Years Foundation Stage. The childminder promotes children's learning by participating in child-initiated activities that provide open-ended experiences, promoting creativity and critical thinking.

For example, children discover the light reflection on the wall from the mirror on a baby toy. The childminder explores this concept with the children, moving the mirror so the light shines on their clothes and the ceiling. The childminder extends the activity by getting a larger mirror, allowing children to have one each, using commentary to help them make links and develop their communication skills. The activity is naturally extended further, as the children make hand shadow puppets in the light on the wall reflected from the mirror, developing their understanding of the world. The childminder plans adult-directed activities, such as daily gymnastics. The childminder models and describes the action required, such as stretching high, out to the sides, turning around and hopping. The childminder helps the baby to stretch high and supports the older children to do forward rolls. All of this helps to develop their physical skills. Children's knowledge of expressive arts and design is developed as they lie on their backs and move their arms and legs in the air like beetles. As they wind down, the childminder weaves in mathematics as the children lie on the mat and count to 10. The children go on regular walks where they explore the natural environment, such as low flying buzzards, and ponies. The children are focused and listen intently as the childminder shares a story with them to develop their literacy skills. The childminder brings the story to life as she uses different voices for each character and values children's comments. Children show and discuss their favourite books with the inspector, naming all the characters on each page. All of these activities satisfactorily support children's readiness for school.

Children's prior skills are established verbally with parents on admission to the setting, which helps the childminder identify where children are in their development pathway. There is suitable assessment and planning for individual children with appropriate next steps in learning identified, to help them move forwards. The progress check at age two is completed and the written summary shared with parents, identifying any early intervention that may be needed.

Parents' remarks show that they value the curriculum provided, as they say, 'There is a good mix of educational activities, imaginative play and exercise'. Parents are reasonably encouraged to support their child's learning at home. Parents' comments show that they value the daily diary as it informs them of the sort of things their child is doing and how they can support their child at home.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. Children appear confident and initiate conversations with the inspector. The childminder takes the children on regular outings, such as to the local parent and toddler group and swimming. This helps to develop confidence, independence and social skills with peers of a similar age, outside of the childminder's home and, therefore, helps them emotionally prepare for the next stage in their life, such as attending school. The childminder is a suitable role model who puts the children's needs and interests first and is approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries inside. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed,

the childminder positively reinforce the rules and boundaries, ensuring a consistent approach. Children are encouraged to be independent as they attempt to put on their own boots and outdoor waterproof clothing. However, children are not encouraged to tidy away resources, in order to further support the development of their independence skills.

The childminder has a separate playroom, which is bright and welcoming, well organised and clean with child-size table and chairs. There is a good range of accessible toys and resources to meet the needs of the children. However, there is scope to develop the range of resources in the setting that reflect children of ethnic minorities or children with diverse physical characteristics, including disabilities, to help children to respect and value all individuals within our society. Children have some opportunities to learn about keeping themselves safe as they regularly practise the fire drill. The children have access to the outside garden with a playhouse, slide and see-saw, promoting physical development. Children participate in daily outdoor energetic play and learn the benefits of physical exercise. Children have some opportunities to risk assess themselves and experience challenge when they jump in large puddles and use the garden slide. However, the childminder does not fully support children's sense of keeping themselves safe as children take undue risks on walks with the childminder, which compromises their safety.

Snacks and meals provided for the children are nutritious and include vegetables and fruit. However, details of children's special dietary requirements, food preferences and allergies are not recorded. As a result, children's health and well-being is compromised. The childminder sits with the children at mealtimes and discusses their likes and dislikes, which helps them learn about healthy food and drink. The childminder offers support if necessary and praises children's efforts. Babies are encouraged to develop independence and experience sensory play while feeding themselves. However, personal hygiene routines are not consistently practised. For example, at the inspection, the childminder did not wash her hands after changing two children's nappies in a row and children did not wash their hands before eating snacks. Consequently, children's health and well-being cannot be guaranteed.

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

The childminder's awareness of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage is not effective and, as such, the childminder has failed to meet a number of them. The childminder has not appropriately risk assessed outdoor play and outings. Consequently, children are at risk, as they are not always within sight or sound of the childminder and the outdoor play area is not secure. This is also a breach of requirements for both the compulsory and voluntary part of the Childcare Register. The childminder was unaware that she was required to record the name, address and emergency contact details of every parent who is known to the provider, children's special dietary requirements, preferences and food allergies and any special health requirements to ensure children's safety and well-being. On the day of the inspection personal hygiene routines were not consistently applied. Consequently, children are at risk of cross-infection. There is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if she has any concerns about a

child in her care. As a result, children are protected from possible abuse and neglect.

The childminder's has a reasonable understanding of her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and, as a result, children make suitable progress in their learning. The childminder monitors the educational programme as she uses suitable government guidance to benchmark children's achievements. Any areas of learning which fall behind are set as a focus. A self-evaluation system has been implemented, identifying strengths and some weaknesses. An improvement plan is in place, which means children's progress is supported over time. Parents are asked to complete a questionnaire about the effectiveness of aspects of the setting and they respond positively. The childminder has attended paediatric first aid training, which provides her with the knowledge and skills required to effectively administer first aid as well as meet the requirements of registration.

Children and families benefit from the friendly relationships that exist between the childminder and parents. Parents are given a copy of the policies when their child starts with the childminder and, as a result, they are well informed about how the setting operates. The childminder and parents have regular, daily discussions, ensuring a two-way flow of information. The childminder's quarterly newsletter and the daily diary for each child keeps parents regularly updated. The childminder has developed links with the local authority workers to ensure children's needs are met.

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:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register).

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	EY463298
Local authority	Shropshire
Inspection number	925296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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