

<b>Inspection date</b>	22/01/2014
Previous inspection date	20/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Teaching is very effective; the childminder has a very good understanding of children's abilities and skilfully uses this knowledge to provide activities, which drive children's learning forwards.
- The childminder has established successful ways to observe children's development and plan for the next steps in their learning. She shares these with parents and finds the observations enable her to target children's learning needs effectively.
- The childminder provides a very stimulating environment, which promotes children's learning, independence and cooperation. This helps children to feel safe and secure and as a result, they are kind and caring to each other. They are also very happy and confident to join in with a wide range of challenging learning activities.

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

- There is scope to improve the monitoring and evaluation of the educational programme offered, so that children's achievements are taken to the very highest level.

## 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 rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder during the morning.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working and/or living in the setting and a range of other documentation.
- The inspector took into account the views of children spoken to on the day and written comments from parents.

## Inspector

Sheila Riddall-Leech

## Full report

### Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 13 years near Newport, Shropshire. The whole of the ground floor and one room on the first floor are used for childminding and there is an enclosed garden for outside play. The family has a pet cat and dog. The childminder walks or drives to the local school to collect children. She attends several local carer and toddler groups and meets with other childminders on a regular basis. The local play park and school are within walking distance.

There are currently 11 children on roll, of whom six are in the early years age group. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years and the local childminding network.

### What the setting needs to do to improve further

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

- develop further the process for monitoring and evaluating the educational programme, using information from parents, so that the provision rises to the challenge to take children's achievements to the very highest level.

## Inspection judgements

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

Children benefit from a highly organised childminder who has made significant progress since her last inspection in her capability to observe children's abilities and carry out risk assessments. Teaching is very effective; the childminder supports children very well and uses adult-planned and child-initiated activities to extend children's thinking, interests and learning. For example, the children and childminder have very purposeful conversations as they explore shaving foam. As a result, children are actively engaged in their learning and make very good progress. Meaningful conversations and very effective support enables children to develop their knowledge when independently playing and investigating. Children and the childminder have great fun playing a board game; they count together and identify numbers and familiar story characters. This activity is effectively extended by skilful questioning, which encourages children to think. Children's communication and language is supported well and they are making good progress. The childminder effectively models children's speech, so extends their understanding.

The childminder shows a genuine interest in children's play and interactions, and as a result, relationships are very loving, warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, children and the childminder explore and experiment with shaving foam. The childminder appropriately challenges children to develop their skills and extend their learning. For example, during the shaving foam activity, the childminder effectively supports a younger child to explore and experiment, at the same time maintaining their safety. Children's observation files are started as the child begins attending the setting, using information supplied by parents. Frequent and very detailed observations of children are carried out, recorded and cross referenced to the areas of learning and children's next steps are clearly identified. Written observations are supported by numerous annotated digital photographs. The childminder's very good understanding of children's next steps in their learning ensures that she is constantly thinking about how her teaching can move children's learning on. The observation files provide a delightful reference to share with parents, several of whom have written very positive and complimentary comments. The childminder ensures that parents are involved in the assessment process on an ongoing basis as they comment on activities children have been involved in. However, there is scope to make even better use of this information to sharply focus how she monitors the educational programmes offered. The childminder knows the children exceptionally well and is aware of their progress.

The whole of the ground floor of the childminder's home and the garden is used for childminding. These areas provide good, open spaces for children to explore, investigate, move and develop their physical skills, independence levels and confidence. Children's understanding of the world is developed through the use of the garden, technological resources and regular trips in the local area. The indoor environment is very well organised, safe and stimulating, providing a delightful learning environment for children. Good quality and plentiful resources are easily accessible to children and this helps to develop their independence levels, imagination and creativity. For example, they enjoy role play, making 'dinner' and dressing-up.

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

Children are very well behaved and their personal, social and emotional development is very effectively supported. They are kind and caring towards one another and willingly share and take turns. For example, when playing a board game, they all have a turn to select a card. The childminder supports children to develop caring attitudes and models positive behaviour to them, reinforced with plentiful praise and loving interactions. Boundaries within the childminder's home are sensitively reinforced, which ensure that children are safe, well-cared for and understand expectations.

The childminder ensures that she has information from parents about issues, which may affect the children's well-being. This means that children's physical requirements for food and rest are addressed through clear routines. Therefore, young children begin to understand what is going to happen next and feel secure their needs will be satisfied. The childminder provides healthy and nutritious snacks and meals and children are well

supported to start to think about what would constitute a healthy diet. Children enjoy practising their self-care skills when using the accessible toilet. The childminder ensures a very clean and organised environment, which helps to prevent the spread of infections. She gives children time to develop their own play activities at their own pace. Both the indoor and outdoor environments give children plenty of space to move around freely and develop physical skills. These skills are further developed by regular trips to local groups where the children can access large open spaces.

Children's understanding of safety issues is developing well. They know to place drinks on tables and join in with emergency evacuations. They talk about what to do in an emergency and why they must listen to the childminder's instructions. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills and confidence levels. For example, the childminder and children attend local toddler sessions. This supports children's preparation for transitions to school when the time comes.

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

Children are safeguarded well because the childminder has a sound understanding of the signs that may cause her concern. She fully understands the importance of her role in protecting children and of the importance of keeping clear records of any concerns she may have. She undertakes risk assessments for the home and outings and is aware of the supervision requirements of younger children both inside and on trips off site. The building and garden are secure. The childminder is aware of emerging issues and instigates measures to protect children. For example, her pet dog does not have access to outside areas where children play. The childminder is very well organised and has ensured that she complies with all aspects of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All required policies and procedures are in place and have been very recently reviewed. There are vetting procedures and documentation for all adults in the home who have contact with the children.

The childminder is fully aware of the need to record children's progress for the progress check at age two years. She has completed one progress check and shared the information with the parents. The childminder reflects on her provision to see how she can make activities, which support learning and her teaching, even better for the children. She seeks the views of older children and parents and discusses her provision with parents on a regular basis, but there is further scope to use information from parents, to enhance the monitoring of the educational provision. The one recommendation from the previous inspection has been met in full. This demonstrates a good commitment to further improvement. The childminder shows a good commitment to developing her own skills. She has accessed several relevant training opportunities, for example, on food safety. This has a positive affect on the childminder's knowledge and the service she provides for families. The childminder ensures the very positive environment and positive teaching methods contribute to children's good progress and learning.

The childminder is proactive in building good partnerships with parents. Good communication is developed through talking with parents each day. Parents are encouraged to provide information about their child, which helps the childminder provide continuity in the children's care between home and the setting. Written policies are shared with parents, which gives them a further insight into how their child's care is organised. Written comments from parents in the children's observation files and testimonials provided on the day of the inspection, are very complimentary and indicate their level of satisfaction with the service provided. The childminder fully understands the importance of forming links with other provisions. She is member of the local childminding network and attends several community groups to share good practice and help to develop children's social skills.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY311089
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	873119
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/04/2009
<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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