

## Inspection date

Previous inspection date

28/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 good because the childminder has an in-depth understanding of how to promote children's learning. She has high expectations for their achievements and as a result, children's progress towards the early learning goals is good.
- Transitions and strategies used to support children's readiness for school ensures children's confidence and resilience are enhanced and built upon over time. Warm caring attachments are fostered, which supports children's self-worth and sense of belonging.
- Partnerships with parents and other professionals are effective, which ensures involvement at all levels and across all aspects of children's learning and development.
- Self-evaluation procedures in place ensures the inclusion of all stakeholders. Risk assessments are robust and keep children safe at all times.

### It is not yet outstanding because

- There is scope to maximise children's listening and understanding skills by reducing background noise of music and rhymes during other activities.
- There is scope to enhance children's opportunities to respond to questions by ensuring they are able to comment in their own time.

## 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 main playrooms downstairs and the garden and also looked at a range of learning journal documents.
- The inspector conducted a joint observation and held discussions with the childminder.
- The inspector looked at a range of documentation, risk assessments and safeguarding procedures, suitability checks, policies and procedures for the provision and the childminder's qualification and training certificates.
- The inspector took account of the views of children and their parents during the inspection.

## Inspector

Mary Henderson

## 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 partner and their child aged two-years-old in a house in Telford. The whole of the ground floor, one bedroom and bathroom on the first floor and the rear garden are used for childminding. The family has goldfish as pets. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She is also a member of the Telford and Wrekin Childminding Network. The childminder holds a Bachelor of Arts Degree in Early Years and also has Early Years Professional Status.

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

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

- give children time to respond to questions and recognise that 'waiting time' is constructive so that they have freedom to comment in their own time
- improve children's listening and understanding skills, for example, by reducing background noise so that there is less distraction around them as they engage in other activities.

## Inspection judgements

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

The quality of teaching is effective because the childminder is qualified and experienced. She undertakes ongoing training to support her already good awareness of how children learn and develop through high levels of engagement. The childminder enhances all aspects of children's learning environment through her enthusiasm and high expectations of all children she cares for. As a result, children's progress towards the early learning goals is good and they are gaining many skills necessary for when they eventually start school. The childminder has a high level of underpinning knowledge of the learning and development requirements of the Early Years Foundation Stage. As a result, all children progress well given their starting points. An interesting and vibrant environment and the identification of children's starting points ensure children's physical and communication skills alongside their personal, social and emotional skills are supported well. For example, the childminder takes children on a range of outing to places of interest. This includes visits to the local pet shop where the children like to look at and talk about the guinea

pigs, rabbits and the various tropical fish they see. Here the childminder encourages their mathematical thinking through comparisons of which are bigger or smaller and also encourages their understanding of the world as they consider which have fur, wings or fins. Children's interest in animals is followed through back at the setting as the childminder encourages their recall skills and children's interest in books through stories about their favourite animals. This is also further enhanced by the childminder as she uses the computer with children and shows them the various 12 animals that represent the different Chinese years. This and exploration of other cultures supports children's exploration of festivals around the calendar year and enhances their knowledge about the world around them. Children also enjoy outings with their peers, having fun at the local soft play barn where they crawl, clamber, balance and jump about under the close supervision of the childminder. This and regular visits to the local parks maximises children's physical development and helps to support their learning about a healthy lifestyle. During walks in the local environment children talk about the changing weather and look at the wonders of nature around them, such as looking at the various birds they see flying by. Children find out about growth and decay as they collect leaves and other natural items to take back to the setting. The childminder uses open-questions as she interacts with children, which helps promote their speaking skills over time. However, there are missed opportunities for children to develop their listening skills further because the childminder does not always ensure that background music is switched off during their indoor exploration of the environment around them. Also, the childminder does not always recognise the importance of 'waiting time' so that children are able to answer open-questions with freedom so they can comment in their own time. Children enjoy being creative as they paint and draw pictures and messy play activities, such as exploring gloop. This and their interest in books foster children's literacy skills very well. There are good opportunities for children to make their own choices about what they want to do and what they want to play with in the indoor and outdoor areas because the childminder ensures the resources are made accessible throughout the day. This fosters children's independence.

The assessment of children's learning at all ages is effective because the childminder has a clear understanding of the importance of observing and assessing children as they play, in order to identify the next steps in their learning and development. The childminder ensures children's learning and development is tracked over time to show their good progression. Sharing this with parents enhances their understanding of how activities support their children's learning and development.

There are effective strategies in place to engage parents in their child's learning and development in the home setting. This and daily two-way exchange of information ensures the childminder and parents are working together to support each child's progress. The childminder ensures the parents have good access to information about the Early Years Foundation Stage and how she supports children's learning and development. This includes discussing with parents of toddlers the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor check at age two. During settling-in sessions, the childminder holds discussions with parents and collates important information about the child's routines and previous learning, so that this and initial observations by the childminder ensures securely identified starting points on which to build children's learning and development across all areas. This

also supports children settling into the setting very well.

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

Children and parents are provided with a warm and welcoming environment. Attachments between the childminder and children are developing well because the childminder spends quality time engaging with children during their adult-guided and child-initiated play times. This gives children confidence in their abilities. As a result of children's personal confidence, they are supported to take risks, explore their environment and increase their independence as they play. Children enjoy daily outdoor play in the garden regardless of the weather. Here they like to jump in and out of puddles, kick the footballs and run around with exuberance, which increasingly supports their healthy lifestyle. Children's personal safety is fostered by the childminder because they learn about road safety and are all included in the evacuation procedures of the setting.

During times of transition when children are ready to move onto their next stage, the childminder ensures good liaison with other settings, such as, nursery, pre-school and also school. She talks to other carers and school reception teachers and ensures there is two-way exchange of information about children's learning and development. This and working closely with parents means that all parties are working together to identify and support children's needs, care and learning. This also supports children's readiness for school very well.

Children are well-behaved. They share and take turns with the resources showing empathy for one another as they play. The childminder uses every opportunity to engage with children and uses meaningful praise, so that children become proud of their achievements and develop a 'can do' attitude. Children are beginning to be actively involved in tidy up time and show they care about their environment. During mealtimes the childminder talks to children about a healthy lifestyle and why we need to eat good, healthy foods.

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

The childminder has a good underpinning knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessment is given high priority and includes all indoor and outdoor areas and all outings children are taken on. The childminder has a good awareness of how to protect children because she has undertaken child protection training, is able to identify possible signs of abuse and knows what to do should there be a concern about a child in her care. The suitability of all persons within the setting is checked. As a result, children are protected at all times.

The monitoring of the teaching and learning programmes is good and supports children's learning across all development areas. There is a continuing targeted programme for

further improvement identified through good reflective self-evaluation procedures, which ensures children benefit from attending the setting on an ongoing basis. The childminder has gained qualifications in her previous work and has attended a range of training, in order to support children's learning. For instance, through problem solving and numeracy training, the childminder recognises that children learn in different ways and at different times. She uses various strategies to extend children's mathematical learning in everyday situations, such as encouraging them to count the buttons on their coat, encouraging them with their mathematical language as she talks about under and over, in and out and up and down. This also helps to support children's readiness for school.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. There is a range of information provided to parents to keep them informed and up to date about the provision and their child's progress over time. This includes access to children's learning and developmental journals and good two-way diaries. All policies and procedures are accessible to parents at all times to ensure they are aware of the childminder's practice and parents sign these to show their acceptance. As a result, partnerships with parents are strong.

### **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>	EY465657
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	932153
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

