

Inspection date

Previous inspection date

12/02/2014

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

- Children form secure bonds of attachments with the childminder. As a result, they are happy, content and keen to explore and learn.
- Teaching is good because the childminder understands how to promote children's learning and enable them to achieve. As a result, children's progress is good based on their starting points and capabilities.
- The childminder ensures children are safeguarded. Her home is safe, secure and well-organised, so that children can move safely and confidently. They access a good variety of resources, which encourages their confidence and independence throughout the day.
- Children's individual needs are very well-known and parents actively share their child's learning at home and include their ideas in the planning of activities. This is as a result of the strong partnership between parents and the childminder.

It is not yet outstanding because

- There is scope to consider how the learning of older children can be continually extended during group activities, in order to make sure they are consistently challenged to achieve at the highest levels.

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 taking place in the kitchen/diner and playroom.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's observation and assessment records, written risk assessments and checks of the suitability of all adults in the home.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information included in the self-evaluation.

Inspector

Lesley Bott

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 husband and two children aged ten and five years in a house in Market Drayton. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a local toddler group. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, 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 further improve the quality of the early years provision the provider should:

- use the planning of activities to more effectively focus on creating further opportunities for older children to fully develop and extend their skills continually throughout all their learning experiences.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements and places emphasis on promoting the prime areas of learning for children within the early years age group. Teaching is good and children's development is continually supported through planned, realistic and effective activities. Younger children are beginning to explore new vocabulary as the childminder talks confidently to them, using language to explain what they are doing to support their developing use of vocabulary. She skilfully allows children time to respond to her and encourages and repeats the babble of babies to develop their understanding of using sounds to communicate. This shows the childminder is skilled in promoting language development and enables children to become confident and effective communicators. The childminder engages children very well and is caring and gentle with them, taking account of their emerging interests. Children receive lots of verbal praise and encouragement to build their confidence and self-esteem. This helps support them in readiness for school and the next steps in their learning.

The childminder has a good understanding of how children learn and develop and provides exciting activities that successfully capture children's interest. Children are well-prepared for the next steps in their learning as the childminder has a good knowledge and understanding of the characteristics of effective teaching and learning. Ongoing observations help identify children's interests and developing needs and this is reflected within the daily planning. Activities are mainly supported effectively by the childminder through the use of good teaching, stimulating toys and other resources. However, occasionally the childminder overlooks opportunities to fully extend the learning of older children, particularly when they play and learn alongside younger children. As a result, there is scope to improve the planning of activities to ensure that all children's learning is consistently challenged, so that they make the most of all the experiences offered. Learning journals and scrap books displaying children's learning and play activities are shared with parents, so that this learning can be extended at home. The childminder works effectively in partnership with parents to support their child's individual needs and daily ongoing discussions about progress ensure they are fully aware of their child's achievements. As a result, effective steps for communication are established to keep parents up to date, informed and involved.

Resources successfully complement the ages and abilities of children. These are stored at low-level with pictures and text to help children self-select their play. This enhances and develops their confidence and independence. The childminder effectively supports children's understanding of different types of print through the use of labels and posters displayed around the playroom and these are also used to develop children's awareness of colours, numbers and shapes. Children explore their senses through many activities, including paint and play dough. They use different sized paint brushes and sponges to help develop their early mark making skills. The childminder is skilful in repeating the colours of the paints to children as they learn and choose which colour to paint their tractor or car. They enjoy being active both indoors and outdoors, moving safely and with confidence from one room to another or playing outside. Younger children begin to use push along toys to strengthen the muscles in their legs in preparation for walking. They become familiar with books as they select a favourite and take it to the childminder and cuddle up close for a story. Children are able to identify the animals and characters in the book as they turn the pages, showing that they are beginning to develop an understanding of early literacy skills. Children's learning is extended further as they meet other children at the different groups they attend. This helps to build their confidence in meeting different people and enhances their social skills even further.

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

The childminder creates a warm and welcoming environment for both children and their parents. Information gained from parents when children start ensures that their individual needs are met. For example, parents complete an 'All about Me' form to help the childminder address their likes and dislikes and meet their individual care needs well. This helps support children's transition from home and in to the childminder's care with ease. Children clearly enjoy the childminder's company and are responsive to her support and reassurance. As a result, children's emotional development is promoted effectively as they

build strong attachments to her.

The childminder ensures that the environment is healthy and safe and fully promotes children's welfare. She teaches children how to keep themselves safe. For example, they know to sit properly on the chairs at the table and not to stand on the toys in case they break. The childminder is a good role model, gently reminding children during their play to be kind to each other and share resources. As a result, children quickly become aware of right and wrong, knowing what they can and cannot do, while taking on board the feelings of others. Consequently, children's emotional needs are effectively met and children enjoy praise and reward.

Parents provide meals for their children and the childminder provides healthy snacks throughout the day. A strong emphasis is placed on healthy lifestyles as children learn to identify what food is healthy through careful discussions and role play. They are encouraged by the childminder to be physically active. For example, they develop confidence and skills when using the challenging play equipment at the local park and enjoy regular outdoor play. Thorough hygiene routines help children to understand the importance of keeping themselves clean. For example, children wash their hands before snack and mealtimes and use aprons for messy play, such as painting. Children's independence is promoted well. A good variety of toys and equipment are stored in the playroom and children confidently choose and easily select these for themselves. Resources are clean and well-maintained and meet children's learning and development needs well.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. A comprehensive policy includes the procedure to be followed in the event of an allegation of abuse being made against her. This ensures that the childminder is aware of what to do should such an event occur. Written risk assessments are in place, which clearly demonstrate how the childminder addresses any potential hazards to ensure children's safety is promoted at all times.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a range of realistic and effective experiences to enable them to make good progress. The childminder ensures that all areas of learning are covered and next steps in children's learning are highlighted. As a result, children's progress is monitored and assessed consistently. The childminder is fully committed to developing her service; she is aware of her strengths and weaknesses and demonstrates a strong commitment to continuous improvement. Ongoing training supports the childminder's knowledge and understanding to help increase her skills and remain well-informed.

Effective partnership working with parents fully supports children's overall development. The childminder responds sensitively to children's individual needs and takes on board parents' wishes. Daily diaries and regular verbal communication helps keep parents well-informed of their child's activities and achievements. Although, there are no children currently attending other settings, the childminder is fully aware of the importance of establishing partnerships with others and has considered how to put this in place when required.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

| | |
|------------------------------------|----------------|
| Unique reference number | EY465517 |
| Local authority | Shropshire |
| Inspection number | 933020 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 5 |
| Number of children on roll | 6 |
| 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.

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.

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