

Inspection date	05/03/2014
Previous inspection date	20/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements and has effective systems to monitor their implementation. As a result, children benefit from a safe and secure environment.
- The childminder has established successful ways to observe children's development and plan for their next steps in learning. She shares these with parents and finds the observations enable her to target children's learning and development, so children make good progress.
- Children are well-cared for in a warm and welcoming family home, where they develop good relationships and attachments. This helps to promote their emotional well-being.
- Partnerships with parents are promoted well. The childminder involves parents in her self-evaluation and ensures that there is an effective system of communication in place to ensure children's individual needs are constantly met.

It is not yet outstanding because

- There is scope to further enhance opportunities for children to engage in different types of tactile play, to expand their experiences and support their learning and development.
- There is room to enhance the behavioural management strategies used by the childminder to help children develop a greater understanding of acceptable behaviour.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children as they played indoors and at snack time. She engaged in the children's discussions and imaginative play.
- The inspector discussed children's progress with the childminder.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at her self-evaluation form and improvement plan.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged five and 12 years in Telford, Shropshire. The whole of the downstairs and the upstairs bathroom are used for childminding. The childminder takes children to the nearby park and on walks to and from the local school. The family has a pet dog. There are currently six children on roll, three of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, with the exception of bank holidays, Christmas week and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and is accredited to Telford and Wrekin Childminder's Association.

What the setting needs to do to improve further

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

- develop opportunities for children to engage in tactile experiences to enable them to explore different textures and engage with their senses, thereby supporting their learning and development
- enhance existing strategies used to manage unwanted behaviour in order to support children's understanding of how to conduct themselves and be aware of the effects this has on other children.

Inspection judgements

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

The childminder provides a welcoming environment that promotes the seven areas of learning and is tailored to each child's needs and interests. Children are given time, space and sufficient accessible resources to learn through play. The childminder offers choice, promotes independence, following the child's interests and their motivation for learning. She skilfully supports and extends children's learning through adult-led and child-initiated activities. The childminder uses lovely commentary to develop children's understanding and a variety of open questions to promote children's thinking. Consequently, children engage in characteristics of effective learning throughout the day. For example, they enjoy planting cress seeds in plant pots and the childminder uses this opportunity to ask the children what the cotton wool feels like. She positively encourages their independence and models practice so they can imitate her. Children are confident to show and discuss their favourite books with the inspector, identifying characters in the book and attempting to name them. Activities provided are varied. The children are engaged and motivated in

their play. They enjoy making a bridge with large bricks for trains to travel under and the childminder uses this opportunity to count out the bricks with the children. This helps to promote their mathematical development.

Children enjoy free access to a wide variety of resources and enjoy playing with dolls and pretending to 'take them shopping'. They are confident to engage with the inspector, bringing the shopping trolley to her and handing out 'pretend food'. Children enjoy playing with a variety of programmable toys and show their enjoyment by dancing along to music. The childminder knows when to intervene and engage with the children and seizes an opportunity to explain how to work one of the toys. She supports their communication and language development by constantly talking to the children and listens carefully to their responses. The childminder ensures that children have regular access to outdoor play and regularly takes them to the local park and nearby toddler groups. The childminder provides a good variety of activities to meet the needs of children. However, she is yet to develop an extensive range of tactile experiences for the children to engage with so they can explore a greater range of textures and explore using all their senses.

The childminder has good systems in place to track children's progress across the seven areas of learning in the Early Years Foundation Stage. She carries out detailed, weekly observations and uses these to identify children's next steps and formulate regular assessments, including the progress check at age two. Together with the child's current interests, the childminder uses this information to help inform her of future activities to target gaps in children's learning and development. Her comprehensive progress check at age two, identifies areas where children's learning can be supporting in the home. This helps to support children in their next steps in development. Partnerships with parents are promoted well. The childminder encourages parents to share information about their child, both when they first attend and on a regular basis, so that children's individual needs are met effectively. She continually shares information with parents about how they can support children's learning at home through regular discussions and a written daily diary. The childminder is aware of the need to share the progress check at age two with parents. This means that children's learning is consistently supported by both the childminder and parents. The childminder has established good links with other professionals, such as other childminders and local authority workers.

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

Children are happy and content to be in the childminder's home. They are provided with a comfortable and relaxed environment which is stimulating and welcoming to all children. The care with which the children are nurtured ensures that warm, supportive relationships are established with the childminder. For example, the childminder sits and plays with the children, offers re-assurance when visitors are in the setting and shows affection to children. This fosters children's emotional well-being. Although parents were not available to speak to during the inspection, there were cards and notes from past parents, thanking the childminder for the 'care she had taken to settle in children'.

A well-established key person system enables children to form happy, secure attachments

with the childminder, which promotes their emotional well-being and independence. The childminder knows children well. She is a good role model for children, providing clear guidance about what behaviour is acceptable. For example, she advises children to share toys and to hand back ones that they have taken from a child. The childminder manages children's assertive and challenging behaviour appropriately, carefully considering their age and stage of development. However, there is scope to exploit opportunities to demonstrate how good behaviour is rewarded to consistently reinforce children's understanding of acceptable behaviour.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. Although the childminder's garden is inaccessible to children at the moment, she ensures that children visit the local park, go for walks in the area and walk to and from school. They adopt good personal hygiene routines, such as washing hands before eating and after using the toilet. Parents provide food for children and the childminder ensures this is stored appropriately. There is a sociable and relaxed atmosphere at snack time where children enjoy each other's company. This helps to promote their personal and social development. Children's independence is promoted well. The childminder ensures that she uses everyday routines and opportunities to develop children's independence and self-care skills. For example, children were encouraged to peel their own fruit for snack and wash and dry their own hands.

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

The childminder has a clear understanding of her responsibility in relation to safeguarding issues and the procedures to follow in the case of any concerns. She has detailed written policies and procedures in place to demonstrate her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This includes a policy for supporting children with English as an additional language, which promotes inclusion and ensures that all children have their needs met appropriately. The childminder's home is secure and detailed risk assessments confirm that the childminder carries out regular checks to eliminate risk, both around the home and outdoors. For example, since moving house the childminder has identified that the outdoor garden is currently unsuitable for children due to numerous steps that pose a danger to children. This demonstrates the childminder's commitment to keeping children safe. Visitor identification is obtained and details recorded in the childminder's visitor's book. The childminder demonstrates a good level of commitment in promoting children's safety and well-being. For example, there are detailed procedures in place for ensuring the suitability of household members and the childminder is fully aware of the need to inform Ofsted of any significant events. The childminder ensures that all necessary requirements are maintained and are kept up-to-date, such as insurance certificates and first aid qualifications.

Self-evaluation procedures are good and effective. The childminder successfully evaluates her practice through continuous and timely self-review. For example, she has identified that the garden area requires renovating to ensure it is safe and suitable for children to use. She issues questionnaires to parents to actively seek their opinions to help her

identify key strengths and areas for improvement. The childminder strives for continuous improvement and liaises closely with her local authority support worker to address these. For example, all previous recommendations have been successfully actioned and there are now comprehensive risk assessments in place. The childminder recognises areas that she needs to develop professionally and seeks practical solutions to address these. For example, she has recently attended a course on helping children with their language and communication so that she can enhance her provision. The childminder's qualification has given her a thorough knowledge and understanding of how children learn and develop. As a result, children's observations and assessments are accurate, detailed and clearly identify children's next steps in their learning and development.

Partnerships with parents are good. Parents are actively encouraged to share information about their child with the childminder from the onset. This enables the childminder to tailor children's individual care to their expressed needs. Parents express their views via children's personal files, questionnaires and daily diaries. They comment that children are 'happy and have settled-in well' and note their child's 'excitement' at going to the childminders. The childminder has developed strong links with the local playgroup and schools, enabling effective exchanges of information with others who care for the children. Consequently, this provides continuity in children's care, learning and development.

The Childcare Register

The requirements for the compulsory 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	EY397210
Local authority	Telford & Wrekin
Inspection number	879295
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	20/12/2010
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
Manchester
M1 2WD

T: 0300 123 4234
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