

Inspection date	03/02/2014
Previous inspection date	08/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder demonstrate sensitivity and warmth towards children, promoting their attachments and a sense of security.
- Children make sound progress and independently make choices from the range of indoor and outdoor resources and equipment available to them.
- The childminder supports partnerships with parents and other providers, including nursery and school, which ensures children's individual needs are identified and met.
- The childminder has a sound awareness of the child protection procedures to be followed and she assesses risks to children on and off the premises which keeps children safe.

It is not yet good because

- Teaching requires improvement because the childminder does not have a sufficient knowledge and understanding about the characteristics of effective learners. As a result, children make satisfactory rather than good progress.
- The children's records of attendance are not accurately maintained at all times by the childminder. As a result, the register does not give an accurate overview of children present over time to secure children's safety.
- The childminder misses opportunities to support children's understanding of good hygiene practices and also opportunities to support children in answering questions.

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 indoor play areas and the outdoor garden area.
- The inspector undertook a joint observation and held discussions with the childminder.
- The inspector looked at a range of documentation: risk assessments for the premises and outings, safeguarding policies, suitability checks, attendance registers, policies and procedures for the provision, the childminder's self-evaluation systems and the children's learning journal documents.
- The inspector also took account of the views of parents and children who attend the provision.

Inspector

Mary Henderson

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 21 months and four years in a house in Market Drayton, Shropshire. The whole of the ground floor, one bedroom and the bathroom on the first floor and the rear garden are used for childminding. The family has five cats as pets.

The childminder attends a toddler group and visits the park on a regular basis. She collects children from the local schools and pre-schools. There are currently four 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 7.30am 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 meet the requirements of the Early Years Foundation Stage the provider must:

- maintain a daily record of the names of the children being cared for on the premises and include clear details of the arrival and departures times for all children
- develop the childminder's skills and knowledge about the characteristics of effective learners in order to provide children with good quality learning experiences.

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
- use commentary during routine tasks, such as handwashing to enable children to understand the importance of good hygiene.

Inspection judgements

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

Children are making steady progress within the Early Years Foundation Stage. The childminder provides children with a broad range of equipment and resources so that they can make informed choices about what they want to play with. However, the childminder does not have an effective knowledge of how to support the characteristics of effective learners, such as having high expectations and using good teaching strategies and engagement to maximise children's learning. As a result, children's experiences are not supported to ensure their progress is at least good. The childminder fosters children's interest through a range of outings off the premises. This includes visits to the farm. Here children like to talk about the various animals they see, such as guinea pigs and rabbits and they like to feed the lambs in springtime. They also like supervised rides on the farm tractor with the childminder. Children enjoy other outings, including nature walks. Here the children like to climb and clamber over fallen logs and notice the changing seasons and wildlife around them. This supports children's interest in the world around them and also supports their physical development well. The childminder takes the children to the toddler groups so that they can mix with other children, learn to share and take turns and develop friendships. This supports children's personal social and emotional development. During visits to dance sessions the children enjoy spending time practising their dancing skills as they imaginatively move to music with scarves. This, and children's interest in home corner play, supports children's skills in imagination.

The childminder provides the children with lots of opportunities to explore a variety of mediums. For instance, children enjoy splashing in soapy water, filling and emptying vessels of different sizes as they explore the mathematical concept of capacity and measure. They also enjoy painting pictures, glue and stick activities and using their hands and tools to mould play dough. This supports children's interest in expressive arts and design and also helps them become skilled in using tools. Older children are beginning to count as they look at books with the childminder. Younger children and babies are supported as the childminder counts with them as they put on their coats and shoes for outdoor play time. This helps children's readiness for the next stage in their learning and school. The childminder uses some opportunities to support children's communication and language skills through open questions. However, 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.

The assessment of children's learning is sound because the childminder undertakes observations and assesses children as they play in order to identify the next steps in their learning and development. Sharing this with parents enhances their understanding of how activities support their child's learning and development and also how they can then support their child's learning at home. This and daily two-way exchange of information ensures the childminder and parents are working together to identify and meet children's individual needs. The childminder holds discussions with parents of toddlers, about the most suitable time to provide a 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 also ensures children settle into the provision 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 the children are developing well because the childminder spends time playing with them and cuddling them when they feel insecure. 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. The childminder provides opportunities each day for children to play in the garden. Here the children like to climb the steps and use the slide and sit on the swing showing they enjoy being pushed gently back and forth. They also like to ride their tricycles and run about on the grass with their peers. This and regular visits to the park increasingly supports children's physical development over time and also supports their healthy lifestyles. Children are provided with healthy snack food and access to fresh drinking water throughout the day. The childminder ensures children wash their hands before eating and after using the toilet. Children and the childminder also wash their hands after nappy changing routines. This ensures cross contamination is minimised. However, during hand washing, the childminder misses opportunities to use commentary so that children begin to understand the importance of good hygiene. Children's personal safety is fostered by the childminder because she ensures children are within sight and sound at all times. She also talks to the children about road safety and includes the children in the evacuation procedures of the provision. This helps children's learning about keeping themselves safe.

During times of transition when children are ready to move onto their next stage, the childminder ensures informative liaisons are in place with other settings, such as nursery, pre-school and also school. There is a two-way sharing of information book between the childminder and other settings to ensure they and the parents are all working together to support the child's learning and care needs. This also supports children's readiness for school.

Children are well-behaved. They share and take turns with the resources showing empathy for one another as they play. The childminder praises children for their efforts and displays their artwork in their play areas. This supports children's sense of belonging to the setting.

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

Following a recent visit by Ofsted the childminder received a notice to improve to ensure that ratios are met at all times and that children are kept within sight and sound at all times. The childminder made improvements which include reducing numbers of children she cares for. She made further improvements to ensure she keeps children nearby and always within sight and sound at all times. Therefore, children's safety and well-being are now fully assured.

The childminder has a sound awareness 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 the children are taken on. The childminder supervises children as they choose to play either indoors or outdoors. The suitability of all persons within the household are checked. The childminder has developed a safeguarding policy which is acknowledged and adhered to. She has a sound 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. Ratios are met. However, the record of children's hours of attendance is not accurately maintained at all times. This compromises the children's safety and is a breach of requirements on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The monitoring of the teaching and learning programmes is generally sound. However, children's progress is not yet good because the childminder has not ensured she has a good knowledge and understanding about how to support children's learning through good quality teaching strategies. The childminder ensures that parents and children are included in the self-evaluation procedures of her provision. She has identified the strengths of her provision and has also identified a weakness in her knowledge about supporting children through strong teaching methods with a target for improving this through training.

Partnerships with parents and other providers and professionals are supported by the childminder because she ensures 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 they have free access to their child's learning journal records. All policies and procedures are accessible to the parents at all times to ensure they are aware of the childminder's practice. As a result, partnerships with parents is strong.

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:

- keep a daily record of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the children looked after on the premises and their hours of attendance (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	EY416279
Local authority	Shropshire
Inspection number	950768
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	08/06/2011
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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