

Inspection date	19/03/2014
Previous inspection date	03/10/2008

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

- Progress in all areas of learning and development is good as the childminder understands how children learn by providing stimulating and challenging experiences for them.
- The childminder has a strong knowledge and understanding of her roles and responsibilities in relation to safeguarding children. As a result, her practice is effective in ensuring children are fully safeguarded and their needs met.
- Children enjoy their time in this warm and welcoming home. They develop positive relationships with their peers and the childminder, enabling their care and welfare needs to be met well.
- The childminder has effective systems in place to monitor and evaluate her practice. As a result, learning outcomes for children are positive.

It is not yet outstanding because

- The childminder does not always capture all opportunities to enhance children's learning by, involving parents fully in their child's development and learning at home.

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 spoke with the childminder at appropriate times throughout the inspection regarding the care provided and activities available.
- The inspector observed children's activities indoors.
- The inspector had a tour of the premises and viewed the equipment and resources available to the children.
- The inspector looked at children's development files, a sample of policies and procedures and the childminder's self-evaluation.
- The inspector took into account views of parents from completed questionnaires.
- The inspector checked the suitability of the childminder and family members.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 18 and 16 years in a house in Wem, Shropshire. The whole of the ground floor and two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for parents to be more involved in their child's development and learning at home, for example, by involving them in the observational process and contributing to assessments to inform future planning.

Inspection judgements

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

The childminder fully understands how to support children to become enthusiastic and motivated learners. As a result, children make good progress in their learning and development as teaching is rooted in her secure knowledge of how children learn. For example, the childminder takes part in the children's play as she sits on the floor with them at their eye level. Effective use of ongoing observations and assessments ensures the childminder is able to effectively monitor children's development, while engaged in a wide range of interesting activities and play experiences. She identifies clearly the next steps and plans for future learning. Individual learning journals are in place and shared with parents. This helps them to be informed of their child's achievements and activities while at the childminders. However, there is room to improve the communication between parents further, to enhance the opportunities for them to continue their children's learning at home as they become more involved in their children's assessment. The childminder is fully aware of the importance of the progress check at age two, working closely with parents of children this age to complete a report to share with other health professionals.

The childminder understands the prime and specific areas of learning and plans according to children's ages and abilities taking into account any gaps in their learning. As a result, teaching is rooted in good knowledge which has a positive impact on children's learning. Children's early language skills are encouraged. The childminder skilfully repeats words for younger children or asks questions to extend older children's thinking and language skills

to encourage them to recall past events. For example, she talks to a child about a nursery rhyme they learnt the week before. The child finds the current buns and the 'pennies' to sing the song again, enjoying remembering the words and actions. Children currently share a love of art and craft activities and thoroughly enjoy gluing, sticking and creating many collage pictures. These are taken home to share with parents and displayed in the childminder's home. A broad range of resources are available, which are well-maintained and easily accessible. Children thoroughly enjoy imaginative play with the kitchen and the food. They busily use their imagination skills as they make 'cups of tea' and 'cake' for the childminder and their peers.

Children's awareness of their community and of the wider world is encouraged as they regularly visit the local library to choose new books. They freely access a variety of books within the setting and sit with the childminder reading their favourites. The childminder skilfully allows the children to join in with familiar text and identify key characters. They recall what the caterpillar ate as they recognise different fruits and foods. These activities help support children in their readiness for school. The childminder demonstrates a good understanding about how to engage and capture children's interest in a variety of experiences and activities to promote all areas of learning. She makes good use of her garden to provide children with first hand experiences of growing seeds and bulbs. The children have even made a pond from a small bowl which has its own plastic frog in it. The childminder has very good links with the local primary school and is able to complement children's learning as she has implemented the same approach to support early writing skills. This helps to foster continuity so that children move to their next stage of learning with confidence.

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

Children's emotional well-being is effectively promoted as they develop secure, trusting relationships with the childminder. Interaction is extremely good and children clearly feel safe and secure in her care. Effective settling-in procedures allow children to visit several times with their parents until they are confident within the setting. This promotes children's feelings of safety and they settle with ease. The childminder works closely with parents to ensure children's welfare and care needs are known and met. Children have easy access to a wide range of purposeful and age appropriate toys and equipment. This encourages the children to play with an increasing level of independence, as they use equipment imaginatively and follow their natural curiosity as learners. Children also benefit from a range of activities outside the setting. For example, they visit local groups and the library. These outings help support develop children's social skills in preparation for transitions to pre-school and school.

Children benefit from plenty of fresh air each day and spend time outdoors in the garden, as well as walking to and from school and places of interest. This effectively promotes their physical development as they learn that exercise is good for their bodies. Children's understanding of healthy lifestyles is promoted well. For example, the childminder offers fresh fruit at snack time and water throughout the day. Parents provide packed lunches for their children which are stored appropriately and ensures they have a balance of foods throughout the day. Older children's independence skills are actively encouraged as they

are able to feed themselves and access their drinks when needed.

Children behave well and have good manners, demonstrating their understanding of the boundaries and expectations within the home. Children are encouraged to say 'please' and 'thank you' and their efforts are positively acknowledged. Disruptive behaviour is managed in a calm manner allowing children time to take on board the feelings and wishes of others. This helps children to become aware of sharing and turn taking with toys and equipment. As a result, children's needs are met well and they develop a secure sense of well-being, in order for them to become effective learners. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, helping tidy away toys before getting others out, and practising the fire drill procedure in order to keep themselves safe in an emergency.

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

The childminder fully understands her roles and responsibilities with regard to safeguarding children in her care. She has attended safeguard training and is fully conversant with the correct procedures to follow should she have concerns about a child. A written policy includes the use of mobile phones and the childminder shares this with parents to further protect children's safety. All adults within the home have been successfully vetted ensuring they are safe to be in the proximity of children, who are not left unattended with any other adults. All required documentation is in place, including children's personal details and individual requirements. Consequently, children's needs are well-known and their safety assured. Risk assessments and daily safety checks are in place for all areas used by children to eliminate risks, both around the home, outdoors and for proposed outings. This demonstrates improvements made since the childminder's last inspection and ensures that children remain safe.

The childminder actively seeks to improve her knowledge and understanding in practice by accessing training through the local authority. In addition, her understanding of good practice is further enhanced as she meets regularly with other childminders to share ideas, keeping up-to-date with changes to legislation. The childminder values and acts upon parents comments, which are gained through questionnaires and daily verbal discussion. Through the ongoing evaluation of her service, she is able to set appropriate targets for improvement, which have a positive impact on the children she cares for. Consequently, she has a secure knowledge of the educational programme to ensure a broad range of experiences are provided to help ensure all children progress towards the early learning goals.

Effective partnership working with parents supports children's overall development. As a result, the childminder responds effectively and sensitively to the daily individual needs of the children. She recognises that parents have the best knowledge of their child and seeks and values their opinions and wishes. The childminder has formed good relationships with the local school and understands the importance of sharing information to provide continuity of care and support children's learning.

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

Unique reference number	EY298036
Local authority	Shropshire
Inspection number	877842
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	03/10/2008
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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