

Inspection date

Previous inspection date

07/04/2014

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 play in a bright, child friendly environment with a broad range of accessible resources, which effectively promote learning and challenge. As a result, children make good progress in their development.
- Good partnerships with parents are established from the onset of placements. This ensures that effective information sharing takes place, to meet children's individual needs.
- The childminder's home is secure and well organised so that children can move safely and confidently. As a result, children are well safeguarded and quickly develop an understanding of how to keep themselves safe.
- Children form secure bonds of attachments with the childminder. Consequently, they are happy, content and motivated to explore and learn.
- The childminder is aware of how to promote children's learning and supports them well in achieving. As a result, teaching is good and their progress is based on initial starting points.

It is not yet outstanding because

- There is scope to extend further children's already good learning in the outdoor area to enhance their learning experiences.

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 children's activities in the playroom and lounge.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of adults living in the home, the childminder's self-evaluation and action plan.
- The inspector took account of the views of parents from information included in the parents' questionnaire.
- The inspector spoke to the children and childminder at appropriate times throughout the inspection.

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 six and three years in a house in Telford. The whole of the ground floor, upstairs bathroom 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 four children on roll, three 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 further improve the quality of the early years provision the provider should:

- review the outdoor learning environment and use it more effectively to maximise children's learning experiences across all the different areas of learning.

Inspection judgements

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

Children's development is consistently well-supported through planned, comprehensive activities. As a result, children make good progress as teaching is effective, exciting and varied. The childminder demonstrates a good understanding of the learning and development requirements and places emphasis on promoting the prime areas of learning for the children within the early years age group. The childminder engages children very well and is caring and gentle with them, taking into account 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.

Ongoing observations by the childminder help to identify children's current interests and this is reflected in the daily planning. As a result, activities are effectively supported by the childminder's good knowledge and understanding of the characteristics of effective teaching and learning. However, there is scope to improve the use of the garden area to its full effect to ensure that children's learning is consistently challenged so they make the most of all the outdoor experiences offered. Learning journals display children's learning and play activities and these are regularly shared with parents to ensure that learning can be extended at home. The childminder has a good partnership with parents to support their child's individual needs and daily ongoing discussions about progress ensure that they are made fully aware of their child's progress and achievements. As a result, effective

steps for communication are established to keep parents up to date, informed and involved in their child's development.

Children are able to play in a truly child-centred 'playroom' environment with accessible resources. This helps to fully support and promote their learning and challenge. Toys and equipment are stored in low level boxes with pictures and text to help children self-select their chosen play. This enhances and develops their confidence and independence. The childminder effectively supports children's understanding of differences between colours as she provides resources to allow them to mix colours while allowing the children to discover and explore about cause and effect. Children explore their senses through many planned activities, such as gloop, paint and play dough. Life-size paintings of themselves are displayed around the room; these help promote children's self-esteem and shows children's painting and cutting skills. Younger children are encouraged to crawl and move around to reach musical and push button toys. They enjoy rolling or kicking balls to the older children, as they develop and strengthen their muscles in their legs in preparation for walking. Children enjoy being creative and have opportunities to use their imagination well through skilful support from the childminder. For example, boxes and recycled materials become a fire engine as they are allowed to follow their interests. Children further extend their fantasy and pretend play as they make 'play dough' cakes to bake in the oven for the adults to enjoy.

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

Children settle easily and quickly gain confidence with the childminder. For example, prior to starting, parents are offered an opportunity to visit and discuss policies and procedures and settling-in periods to ensure children's emotional well-being is given the utmost priority. Pre-arranged settling-in sessions help children to make smooth transition from home to the childminder's care. This ensures that parents feel comfortable in leaving their children and their care is fully tailored to the children's needs.

Children are able to develop their curiosity and exploration skills within a safe, welcoming and happy environment. The childminder skilfully supports them to be independent and encourages them to manage their own personal needs. For example, older children arrive and are able to hang their coats and bag up on their hooks in the playroom. They independently access the toilet to wash their hands at appropriate times throughout the day and are encouraged to feed themselves and get their own drinks when they need them as they understand about keeping themselves safe and healthy. This helps to ensure that children are emotionally prepared for their next stage in learning: transition to school. Parents provide a lunch for their children and the childminder provides healthy snacks throughout the day. The children talk about the importance of healthy foods, as they discuss the seeds they have planted in the garden to grow carrots. Children have regular opportunity to enjoy outdoor play, and they develop their confidence and skills when using the challenging play equipment at the local park.

The childminder ensures that the environment is safe and secure and fully promotes children's welfare. Children are well supported in learning about risk as they receive gentle reminders from the childminder about sitting correctly on the chair at the table, and

understanding to negotiate the step down into the playroom effectively. As a result, children learn to understand risk through activities that encourage them to explore their environment safely. The childminder is a good role model, explaining to children about sharing resources and turn taking. As a result, the 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.

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 attended safeguarding training and is aware of the signs and symptoms that would alert her to any child protection issues. Comprehensive written policies are in place which include the procedure to be followed in the event of an allegation of abuse being made against her or a family member. This ensures that the childminder is aware of what to do in the event that such an event might occur. The childminder has written risk assessments in place and she is able to discuss how she identifies and minimises potential hazards to ensure children's safety is met both indoors and outdoors. In addition, these are reviewed on a regular basis to address any changes that might occur in the care of individual children. All of this means that children are kept safe and well supervised at all times. The required parental consents are obtained and all records are kept up to date to ensure children are well protected.

The childminder is fully committed to improving the service she provides. For example, she is able to identify her strengths and areas for development to further improve her practice. The childminder regularly attends training in order to increase her skills and knowledge of the requirements. As a result, this has a positive impact on the quality of her practice. The childminder monitors the effectiveness of her provision well to support long term improvement. She has recently joined the local childminder's network group to broaden her knowledge and receives support from a local authority early years advisor to ensure she maintains good quality care. Regular evaluation and assessment of the depth and breadth of the educational programme offered ensures that the childminder is consistently delivering good learning. Well informed monitoring of children's progress and development through termly summative reports helps to identify any gaps in children's learning for the childminder to take action on immediately. As a result, activities planned significantly extend and challenge children due to the childminder's thorough understanding of their individual interests and aptitudes.

Effective partnership working with parents fully supports children's overall development. The childminder responds sensitively to children's individual needs and takes on board parental wishes. Parents' views and comments from a questionnaire are taken on board and daily diaries and regular verbal communication helps to keep parents well informed of their child's activities and achievements. Parents state they are 'very pleased' with the childminder and happy with the information given about their child. The childminder is fully aware of the importance of establishing partnership working with other professionals

and other settings. For example, she liaises daily with teachers from the local nursery school to ensure transitions are smooth and children's needs are fully supported.

The Childcare Register

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	EY469728
Local authority	Telford & Wrekin
Inspection number	940194
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	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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