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| Inspection date | 08/05/2014 |
| Previous inspection date | 09/05/2013 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 4 |
| 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 are making good progress in their learning and development, supported by the enthusiastic and knowledgeable childminder who knows how children learn through play.
- Children feel safe and comfortable with the childminder who provides a caring and loving environment. This helps children to build secure attachments with the childminder and develops their emotional well-being.
- Good partnerships with parents are established from the onset of placements. This ensures that effective information sharing takes place, to meet the changing care needs of each child.
- The childminder has a good understanding of the safeguarding procedures, has effective risk assessments and her good supervision ensures children are protected from harm.

It is not yet outstanding because

- There is scope to improve how resources are organised to enhance children's independence skills further.

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 play and learning activities in the playroom.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector had a tour of the premises during the inspection.
- The inspector looked at children's assessment records, evidence of the suitability of adults living on the premises and a selection of policies and children's records.
- The inspector looked at and discussed the childminder's improvement plans and self-evaluation form.
- The inspector took into account the views of parents spoken to at the time of the inspection.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Whitchurch, Shropshire. The whole of the ground floor and the rear garden is used for childminding. The family has a cat and a dog as pets. The childminder collects children from the local schools and nursery. There are currently six children on roll, three of whom are in the early years age group and they 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:

- enhance children's independence skills further, by providing opportunities for them to make choices and help themselves to all resources.

Inspection judgements

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

The childminder provides a good balance of child-initiated and adult-led activities, to promote children's learning and development and keep them motivated and enthusiastic. She understands how children learn effectively through opportunities to test out skills, as they reinforce their learning. The childminder is accurately observing and assessing children's progress in all areas of their development. Records are completed to demonstrate children's progress, ensuring that parents are kept regularly informed of their child's learning and development. She plans very broadly and is flexible in her approach to children's individual needs. As a result, children are making good progress and are effectively supported in gaining the skills necessary for their move to school.

Children express themselves through a good range of art and craft activities, which they thoroughly enjoy, for example, painting and drawing. The childminder interacts well with the children and makes learning fun and enjoyable as she asks them questions to promote their thinking, learning and communication skills. For example, when drawing birds they talk about differences, such as birds having a beak rather than a mouth. Children count up to double figures with confidence and their mathematical skills are fostered very well as they count the birds they have drawn. Younger children are able to participate alongside the activity as the childminder skilfully provides them with paper and crayons to mark make, to ensure they feel included. The childminder supports children's interests and choices when they show an interest in music and singing. For example, the childminder provides a range of musical instruments to encourage the children to make and explore

their own sounds. This supports their enjoyment of singing and creating music. Resources are well organised and stored at low-level, allowing children to access them independently. However, there is scope to improve and maximise how these are organised, to support children in being able to make choices about their play and develop independence further. Children like to listen to familiar stories and books are accessible on low-level shelves. They plan and enact the story during imaginative play as the childminder asks questions to extend children's ideas, for example, by asking the question, 'I wonder what would happen if?' Consequently, children's communication and literacy skills are skilfully supported and extended.

The childminder has built strong links with the local school and nursery to ensure that information about children's learning and development is shared and a consistent approach is in place, to ensure children's all round development. Parents speak very positively about the progress their children are making with the childminder. They also share their children's achievements from home, celebrating a consistent approach to children's learning and development. The childminder is aware of conducting a progress check at age two. She discusses any concerns about a child's progress with parents, to help access support from other professionals and agencies where this may be deemed necessary.

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

Children are happy and content within the childminder's home. They seek her out for reassurance and cuddles, clambering on her lap as they settle for a drink or to listen to a favourite story. Children's individual needs and parent's preferences are discussed in detail prior to the children starting. Flexible settling-in sessions are offered to parents to ensure that the children receive a positive and smooth transition into the childminder's care. Parents supply the childminder with information about their child's routines, activities and likes and dislikes. This helps to support smooth transitions between settings and promotes children's continuity of care and learning effectively.

Children's behaviour is managed sensitively, in accordance with the child's age, stage of development and maturity. They learn to share, take turns and consider others through gentle reminders and encouragement from the childminder. As a result, the children quickly become aware of right and wrong, knowing what they can and cannot do. These skills continue to develop as the children attend local groups where they socialise with their peers and enjoy play experiences in a different environment. This helps children to develop confidence and prepare them as they move onto nursery or school. Inclusion is given good attention as all children and their families are valued and respected. This helps all children achieve well. Good attention is given to keeping the premises safe and secure, to fully promote children's welfare. Children demonstrate they are developing skills to understand how to keep themselves safe. For example, they are involved in emergency evacuation procedures and develop an understanding of road safety when on outings.

Children's welfare and well-being is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with access to the

large garden and visits to local parks. Children enjoy the benefits of fresh air and exercise as they play on a range of challenging equipment. The childminder encourages them to be interested in healthy options as they grow their own vegetables and herbs, such as tomatoes and basil, to discuss the foods they eat and where it comes from.

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

The childminder demonstrates a good understanding of child protection and is confident in her ability to implement procedures effectively, in order to protect children. As a result, she ensures that children are protected at all times while in her care. She is confident in her ability to record and refer any child protection issues and has a good understanding of the action to be taken in the event of a concern about a child in her care. The childminder shares her safeguarding policy with parents to ensure that they are clear about her role and responsibility in protecting children. She is clear about vetting procedures and all required documentation is in place to assure parents of the suitability of the childminder and other adults in the household. All required documents and parental consents are in place and maintained effectively. This ensures that children's needs are met and their safety assured. Rigorous risk assessments are carried out daily to identify and minimise hazards to children, both on and off the premises. As a result, the environment is homely and well maintained as the childminder is vigilant and children are supervised well at all times.

The childminder is keen to develop her practice and has addressed all the actions and recommendation set at the last inspection. Children's starting points are now recorded and the progress check at age two is well implemented into the childminder's practice. This helps to identify any gaps in children's learning and to plan appropriate interventions to meet their individual needs effectively. Assessments and observations are now used effectively to plan age-appropriate activities and take into account the progress children are making. The childminder engages in the process of self-evaluation as she seeks support and guidance from fellow professional childminders and undertakes training to update and enhance her skills and knowledge. Children benefit as new ideas and techniques are used to enhance their experiences. However, there is still scope to further build on the opportunities for children to make more choices about their play by reviewing the organisation of the resources available to maximise their independence.

The childminder does not currently work with any children with special educational needs and/or disabilities or with English as an additional language. However, she is fully aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. This helps all children to reach their full potential. Effective partnership arrangements are in place with parents, external agencies and other settings. Positive comments from parent's include 'children love spending time with you', 'thank you for your help, you are always there when I need it' and 'I really appreciate the information about my child's achievements'. The childminder recognises the importance of partnership working and is committed to working closely

together. This ensures that children's needs are fully met.

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

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| Unique reference number | 223719 |
| Local authority | Shropshire |
| Inspection number | 922577 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 09/05/2013 |
| 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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