

Inspection date	10/04/2014
Previous inspection date	08/04/2009

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 quality of teaching is consistently good as the childminder uses skilful questioning to encourage children to think critically and develop their own ideas.
- The childminder's planning and assessment of children's progress is consistent and precise, ensuring effective targeting of individual children's needs. Skilful use of the progress check at age two has resulted in children exceeding expected levels of development given their starting points in some areas of learning.
- The childminder ensures children are safe and well cared for as she supervises them closely and she is confident in the procedures to follow if she has any concerns about children's welfare.
- The childminder works in partnership with parents to ensure they are fully involved in their children's learning and aware of their children's achievements. As a result, parents support the acquisition of new skills at home.

It is not yet outstanding because

- Despite children progressing well, opportunities for mark making and use of numbers within the everyday environment are not always maximised to ensure the consistent progress of children's early writing and numeracy skills.
- There is scope to extend children's level of independence and management of their own personal needs during mealtimes.

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 activities and the childminder's interaction with children.
- The inspector spoke to the childminder during the inspection.
- The inspector examined a representative sample of children's records, policies and procedures and suitability documentation.
- The inspector took account of the views of parents on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Shropshire with her husband. The childminder is registered to work with an assistant. The downstairs areas are used for childminding and there is a large enclosed outdoor play area. The family has one pet dog. The childminder attends a toddler group at the children's centre and activities in the local community. She visits the local shops, cafes and parks on a regular basis. She collects children from the local schools. There are currently 21 children on roll, four of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- develop further opportunities to promote children's use of numbers and mark making in play and in the outdoor environment, to enhance children's understanding and use of numeracy and literacy in their play
- encourage children consistently to be independent and manage their own personal needs, for example, by prompting children to wash their hands and sit at a table to eat for all snacks, so that they are able to enjoy a sociable interchange and manage their personal needs relative to their ages.

Inspection judgements

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

The childminder has high expectations of the children in her care, based on an accurate assessment of their prior skills, knowledge and understanding on entry to the setting. This is taken into consideration when planning challenging and interesting learning experiences for the children. Children's preferences and interests are valued and accommodated. The childminder listens perceptively to children during activities to reshape tasks and uses skilful questions to extend their learning and encourage creativity. For example, children enjoy a planned activity using dried oats in the sand tray to drive cars, tractors and trailers, and they create an exciting landscape of hills and valleys with roadways twisting in between. Children actively search for new materials and begin to include animals and small world people onto the 'farm'. They bring in diggers and experiment moving their valuable cargo of oats from one destination to another. They make farm noises imitating the animals as they herd cows, pigs and sheep and drive noisy tractors across the land.

The childminder encourages the children to count the animals and talk about the variety of shapes and colours. They laugh with delight as they bring in the large diggers to throw oats up into the air and out of the tray, as they develop their wonderful farm, fully absorbed in their play. Children are very excited by this and enjoy the spontaneity of choosing their way of expressing themselves. As a result, children are supported in their creativity and in their personal, social and emotional development as their ideas are listened to and valued, so that children of all ages and abilities make good progress in their learning. This also means that children are gaining a wide range of skills to support their future learning.

The children continue this theme of building and digging, extending their ideas into the outdoor garden. Here, they drive child-sized tractors across lawns and pathways making engine noises in imitation of the agricultural vehicles they observe in their rural area. Children climb onto apparatus and play a game of hide and seek with the childminder, they dig sand and forage in the sandpit shrieking with excitement when they find a toy crab and some shells. Children mow lawns with a small portable mower pretending to follow the previous lines of the real one across the grass. They ask for spades and dig soil and cultivate the earth, working like little landscape gardeners caring for the environment. The childminder provides an abundance of resources and tools to fire their imagination as they work tirelessly in their work of construction. Although the development of large physical skills are promoted effectively, there is room to extend children's learning even further by providing opportunities to promote children's use of numbers and mark making in play and in the outdoor environment, to enhance children's understanding and use of numeracy and literacy in their play.

The childminder regularly observes and assesses children during play and compares progress against the Early Years Outcomes guidance, using these in her planning of play activities. This enables her to use effective, targeted interventions to support learning that match children's individual needs. The childminder works closely with parents, who contribute fully in initial assessments of children's starting points and have regular information about their children's progress. Parents are complimentary about how impressed they are by the excellent progress their children have made since starting at the childminder's home.

The contribution of the early years provision to the well-being of 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 is a good role model for children, providing clear guidance about what behaviour is acceptable. Children are encouraged to share and take turns and to show consideration for each other's feelings. For example, during play outdoors children become overenthusiastic and throw sand up into the air which lands on the slide when others want to slide down. The childminder asks them to wait and be patient so that she can brush the sand away. Her calm request and helpful actions prompt children to assist in putting the sand back in the tray, resulting in appreciation and praise which makes everyone happy.

The childminder reminds children to cooperate together and be patient, modelling what is

expected of them and they copy her example, taking turns on the slide successfully. The childminder provides a stimulating, well-resourced and welcoming environment, both indoors and outdoors, which supports children's all-round development. There is a large fenced rear garden, with a variety of equipment to promote physical development, a range of slides, swings and a large lawn for ball games. Tricycles, cars and push along toys provide opportunity for independence and cooperation as children share and take turns. Children gain an understanding of risk through activities, where they are encouraged to explore their wider environment. For example, children enjoy walks through the village to the farm shop nearby, enjoying exploring the natural world around them in the reassuring presence of the childminder. They have the opportunity to observe animals and their young in the fields. They are encouraged to negotiate the close proximity of the pavements and roads when walking. Children attend the local playgroup, the children's centre and visit the nearby post office to post letters, promoting their physical development and fostering the acquisition of new skills. A visit to the library gives the opportunity for a shared enjoyment of reading and looking at books.

The childminder ensures children are developing a good understanding of why it is important to have a healthy diet and physical exercise, by offering them choices of fruits for snack. Children are encouraged to develop their independence and self-help skills by putting on and taking off their coats and shoes and placing these on their own pegs. Personalised bags from playgroup hanging on their pegs provide a sense of belonging and self-esteem. Children are encouraged to manage their own personal needs during snack time, to wash their hands and sit at a table to eat. This provides an opportunity to enjoy a sociable interchange with one another. However, children wander away from the table still eating, so there is scope to develop the management of behaviour at mealtimes. Children are socially and emotionally well prepared for their next stage of learning because the childminder has forged strong links with school and the wider community.

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

Arrangements for the safeguarding and welfare of children are robust and well embedded. The childminder ensures the arrival and departure of children is effectively monitored. The childminder signs adults and visitors in and out of the building. Access to the premises is through a locked door. A signing-in system and thorough checking of identification on arrival, ensures the children's safety and privacy is protected. The childminder is fully aware of and sensitive to, potential harm to children. During discussions and in her self-evaluation, she is able to demonstrate that she has thought through how she would deal with safeguarding issues and take appropriate action to protect children in her care. Child protection and supervision of children has a very strong focus on safeguarding and policies and procedures are implemented consistently.

The childminder has a good understanding of the seven areas of learning and how children learn. She carries out accurate and precise monitoring of observations and assessments of children, with effective use of the progress check at age two, which are carried through to the identification of purposeful planning next steps in their learning. As a result, children make good progress towards the early learning goals through a broad

range of play experiences tailored to their individual needs.

Self-evaluation is consistently carried out by the childminder, which takes into account the views of parents. An effective programme of professional development is helping the childminder to improve her knowledge, understanding and practice. For example, there is evidence of training in child protection, first aid and food hygiene. The childminder believes these will help her to improve her practice even further in all areas. Partnerships with parents and external agencies, such as school, the children's centre and other providers, are well established and make a strong contribution to meeting the needs of all children.

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	223755
Local authority	Shropshire
Inspection number	876396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	21
Name of provider	
Date of previous inspection	08/04/2009
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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