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| Inspection date | 17/06/2014 |
| Previous inspection date | 09/01/2014 |

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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 make good progress in their learning and development. This is because the childminder provides fun learning activities and experiences that accurately reflect children's interests and play preferences.
- The childminder has a friendly and warm nature and children settle quickly into her care. Children are very happy, content and secure in her care.
- Children benefit from continuity in their learning because the childminder works closely with parents, who receive regular information about their child's care, learning and development.
- The childminder promotes children's welfare and safety effectively. She ensures that children are safe and secure in her home and on outings through the use of effective risk assessments and a good knowledge of safeguarding procedures.

It is not yet outstanding because

- There is scope to enhance opportunities for children to develop their senses and understanding of the world by using more natural materials and resources in their play and learning.
- There is scope to include more print in the stimulating environment to further extend children's rapidly developing communication, language and literacy skills.

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 conducted a tour of the childminding premises and garden during the inspection.
- The inspector observed the childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector held discussions with the childminder and children.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records, risk assessments and a selection of policies and procedures.
- The inspector looked at the childminder's self-evaluation form and improvement plans.

Inspector

Jacqueline Nation

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 two teenage children in a village near Cleobury Mortimer in Shropshire. The whole ground floor of the premises is used for childminding and this includes access to toilet facilities. A first floor bedroom is used for sleep purposes. There is an enclosed garden available for outside play. The family has a dog and some chickens. The setting is adjacent to a working farm. There are currently three children on roll, all of whom are in the early years age range. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. Children attend for a variety of sessions. 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:

- extend opportunities for children to see print in the environment so that this encourages further skills and interest in the meaning of words
- strengthen opportunities for younger children to explore a range of natural materials and resources in their play and learning, for example, by introducing treasure baskets.

Inspection judgements

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

Children are confident, enthusiastic learners, who make good progress in their learning and development. This is because the childminder has a good knowledge and understanding of how children learn and makes learning fun and active. The childminder provides an exciting and varied range of activities and experiences for children to enjoy both indoors and outside. Children like to make choices about activities and relish their time spent in the garden, playing in the sand pit and on the swings which are firm favourites. Older children confidently talk to the inspector about what they like doing, such as 'playing with the tractor' and talk about the 'big red dog' in their favourite story. Children are active learners and demonstrate their confidence as they eagerly take part in circle games and play ball games with the childminder in the garden. Children have many opportunities to develop their creative skills through painting, cutting and sticking activities. They enjoy making marks using chalks, manipulating play dough and taking part in role play and dressing-up. Children use their imaginations well and after a face painting session they pretend to 'roar like dinosaurs' as they chase each other around the garden. During the morning the childminder makes sure all children have one-to-one time and are

involved in activities, for example, younger children delight when they are also involved in kicking the ball to older children.

The quality of teaching and interaction with children is good. The childminder successfully promotes children's communication and language skills through ongoing discussions as they play. She constantly talks to children and poses questions to extend children's thinking and learning, for example, by initiating questions about numbers, shape names, colours and counting as they play. She asks them questions to help them recall events and activities, such as 'can you remember?' and extends their learning by asking 'would you like me to show you?' and 'how do we know?' Children develop a love of books and they are easily accessible. Children love to sit on the childminder's lap in the garden and listen to their favourite story. The childminder maintains children's interest in the story very well with her good intonation. She pauses to give children time to remember the next word, which they do very well. This helps promote children's confidence and language skills. However, there is room to extend opportunities for children to see more print throughout the provision, so that they further understand that print carries meaning and to ignite their interest in words and their meaning in readiness for school. Children's understanding of the world is fostered very effectively as they explore the local environment, grow vegetables in the garden, pick fruit at local farms and make jam, cakes and elderflower cordial. The childminder introduces children to activities in the local area, such as 'Forest friends' where children have the opportunity to explore, play and learn in a natural environment. During this time children get involved in bug hunting activities and they listen to stories and make fires. However, opportunities for younger children to explore their senses and use a range of natural materials in their play have yet to be fully extended. Children learn about similarities and differences in the wider society through activities, looking at books and discussions about different festivals, such as, Chinese New Year, Diwali and Easter.

Effective systems are in place for the assessment of children's progress. Children's starting points in their learning are identified from the outset following an initial discussion with parents. The childminder uses the information gained from her observations to guide her as she plans the next steps in children's learning. This ensures children continue to make good progress towards the early learning goals. The childminder makes effective use of appropriate guidance to regularly track children's development and this means that the childminder can accurately identify any gaps in their learning. Parents are kept fully informed about their child's activities and achievements. Informative diaries are shared with parents and show a lovely range of photographs which depict children's enjoyment and achievement. Parents are encouraged to be involved in their children's learning at home and contribute their observations to further support the progress children make. The childminder recognises her role in helping children develop the characteristics of effective early learners, by nurturing children's motivation and engagement in play to help them develop the skills they need for the future. She supports children's continuity in care and learning by developing contacts with local playgroups and schools. This means that children have a smooth transition between settings when they move onto their next stage in learning.

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

Children are warmly welcomed into this nurturing and caring family home. The childminder has a relaxed, natural and warm rapport with children. She works closely with parents to make sure children's individual needs are consistently met and she places a good focus on settling-in procedures. This supports a smooth transition from home into the childminder's care. Children clearly enjoy a warm and genuine relationship with the childminder and this is evident in their play and interactions and shows that they are emotionally secure.

Children's welfare and well-being is fostered effectively as the childminder plans a safe, secure and well-maintained environment in which children play and learn. Children behave well and respond positively to the childminder's use of praise and encouragement. The childminder's ethos is to ensure children understand they are valued in their own right and to help them understand the rules for being together. She provides a clear and consistent explanation of why certain behaviours are not acceptable and encourages good manners, taking turns and sharing. Children's safety is considered a priority and they are supervised well within the premises and on outings. The childminder helps children to understand how to keep themselves safe. They talk about road safety on outings, wear high-visibility vests and hold hands. The childminder provides gentle reminders about using space and equipment safely particularly while playing in the garden on the swings and in the sand. The childminder monitors children effectively while they sleep in the upstairs bedroom, using monitoring equipment and regular checks.

Good attention is given to helping children move on to their next stage in learning. The childminder provides plenty of opportunities for children to develop their confidence and independence skills. For example, they are confident in taking care of their personal care needs, they pour their own drinks; put their shoes on to go outside and make decisions about their play and learning. The childminder takes children to local groups where they are able to develop social skills and positive relationships with their peers. Children also attend a local playgroup to enable them to meet children who will be starting school at the same time. This further supports their smooth and confident transition to school. Children learn about healthy lifestyles as they have very good opportunities to play outdoors where they benefit from fresh air and exercise. They enjoy visiting the swimming baths each week and regular walks in the local fields. Children enjoy a wide range of healthy foods at snack time, which includes a range of fresh fruit and nutritious home cooked meals, such as fish pie and cottage pie with fresh vegetables. The childminder talks to parents about children's individual health and dietary needs and this information is recorded. Good provision is made to promote the good health of children because the childminder follows effective health, hygiene and nappy changing routines. This helps to minimise the risk of cross-infection.

Inclusion is given good consideration and this ensures that all children and their families are respected and valued in line with their individual backgrounds and beliefs. The childminder celebrates different cultural events with children and provides them with a range of toys and books reflecting positive images of diversity. This supports children's understanding of a wider society. The accessible resources work well to support children's

individual children's interests and keep them motivated. Children benefit from the playful interactions of the childminder who knows how to engage them successfully in their play and learning. This means that children are developing the skills to support them in the future and their all-round development is fostered successfully.

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

Since the last inspection the childminder has worked hard in close liaison with the local authority early years team to take positive action to improve many aspects of the provision. Following the last inspection the childminder was issued with a notice to improve the safety and well-being of children, by using risk assessment procedures to identify and minimise all potential risks to children in the outdoor play area. In addition, she was asked to improve hygiene routines and implement these consistently to prevent the spread of infection and to make sure children's records detail all the required information from the admission stage to ensure children's safety and well-being. Each of these aspects has been addressed effectively by the childminder and this has a positive impact on children's safety, welfare and well-being. Risk assessment procedures have been reviewed to include the steps taken to minimise risks to children and to make sure the outdoor play space is safe and secure. Both gates are now kept closed and have locks fitted. The childminder has reconsidered the route she follows when she takes children for walks in the local environment; this, together with the effective and direct supervision of children, further ensures their safety. Children's health and well-being is supported by following consistent hand washing routines at appropriate times during the day, children wash their hands after using the toilet and before meals. Children's records have also been reviewed and updated with all the necessary information to ensure children's safety and welfare. The childminder continues to reflect on her practice and uses self-evaluation as a way of looking at areas for future improvement to benefit children. She is keen to undertake training and further explore different educational approaches and philosophies which highlight a more holistic approach to learning.

Children's welfare, safety and learning are promoted well as the childminder meets all of the requirements of the Early Years Foundation Stage. Children are effectively safeguarded because the childminder has a secure knowledge of possible signs of abuse and knows the procedures to follow should she have concerns about children in her care. The childminder ensures that all adults living on the premises have completed Disclosure and Barring Service checks. The childminder shares her policies and procedures with parents, which ensure they know how the provision operates. She also provides parents with information by providing a newsletter which keeps them up-to-date with events and activities. A new parent pack has been introduced and includes a parents' guide to the early years foundation stage, information about local amenities, such as book start and how parents can help with their child's learning at home. Information sharing takes place each day at arrival and collection times, this together with a daily diary provides parents with a good overview of children's daily events, care routines and achievements. The childminder fully understands the importance of liaising with external agencies and other professionals and the benefits to children from this collaborative working.

The childminder has good procedures in place to monitor the educational programmes and children's progress through regular observation, assessments and discussions with parents. She reflects on the effectiveness of her teaching, the learning activities and use of resources. She monitors children's learning and abilities well by using effective tracking systems. This enables her to see the progress that children make over time, identify any gaps in learning and ensure these are planned for in a timely way. All children enjoy their time in the childminder's care and benefit from good quality learning activities, interactions and experiences. As a result, children develop good skills for the future and are well-prepared for school.

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 | EY463298 |
| Local authority | Shropshire |
| Inspection number | 965374 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 09/01/2014 |
| 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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