

<b>Inspection date</b>	03/07/2014
Previous inspection date	05/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Teaching is good because the childminder promotes a supportive environment in which the adults and children are partners throughout the day. As a result, children are actively involved and persistent in their learning. Observations and assessment are rigorous and inform future planning, which is tailored to each child's needs and interests, ensuring their progress is fully promoted.
- The childminder demonstrates availability, sensitivity and warmth towards children which promotes a sense of security and belonging.
- The childminder involves parents as partners in the setting. This relationship is based on regular two-way communication to ensure children's individual needs are met.

### **It is not yet good because**

- Assessment of the risks in the childminder's house is not rigorous enough. The childminder does not ensure that her medication is securely stored and is out of the reach of children. However, the impact on children is low, as children are constantly supervised.
- There is scope for the childminder to further engage children in marking marks inside, by ensuring resources are inviting and tempt children to experiment.

## 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 activities in the downstairs play areas, the outdoor learning environment and viewed the bathroom and nursery room upstairs.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and training, the childminder's self-evaluation and improvement plan.
- The inspector also took account of the views of parents and children spoken to on the day and from information included in the childminder's own parent survey.

## Inspector

Linda Yates

## 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 Bridgnorth, Shropshire. The whole of the ground floor and the upstairs toilet and nursery room is used for childminding. There is an enclosed garden available for outdoor play. The childminder attends toddler groups and the local library. She visits the local shops and parks on a regular basis. The childminder takes and collects children from the local school. There are currently seven children on roll, two 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.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that risk assessments are thoroughly conducted, identify aspects of the environment which pose a risk to children and how the risk will be removed or minimised to safeguard children
- ensure that all medication on the premises is securely stored and out of the reach of children at all times.

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

- arouse children's curiosity in making marks inside, by ensuring the good range of making mark resources are attractively presented.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop. As a consequence, she provides stimulating resources and purposeful and developmentally appropriate learning opportunities that encompass the seven areas of learning and offer challenge. Assessment of children's stage of development is accurate and is used to inform future learning experiences which match children's individual needs. Children are given time, space and sufficient accessible resources to help them learn different concepts through play. The childminder participates in a balance of adult-guided and child-initiated experiences to support and extend their learning through play. The childminder participates in children's play and encourages children's initiatives and choices. The childminder follows children's lead and looks for opportunities to gently challenge children

by introducing a new idea or appropriate vocabulary. Children benefit as they explore their own ideas and select and use toys and resources independently, moving freely between the inside and outside. For example, children choose to play tennis outside developing physical skills such as, agility, balance and coordination. The childminder supports them by using a racquet and hitting balls to them, encouraging them to have a go at returning the ball with their racquet, modelling the action required and helping them to achieve new things. Children are reasonably competent at hitting the ball with the racquet and are focused and persistent in their attempts. Each child is praised for their attempts, developing their self-confidence. Children choose to experiment and explore with the chalk outside and make hand prints on the fence, helping them learn to make connections between their movements and the marks they make, promoting their physical and literacy development. However, although there is a suitable range of mark-making resources in the indoor environment, they do not invite children's curiosity as these are not attractively displayed. The childminder's teaching is good as she promotes children's learning by using effective communication. For example, children choose to play snakes and ladders and the childminder uses commentary to describe what is happening and introduces new vocabulary, developing their communication skills. The childminder sits on the floor, close to children maintaining eye contact, showing her level of interest in the activity. She weaves in mathematics as she models counting and directional language, such as moving forward, up a ladder and down a snake. Consequently, children are supported effectively to make good progress in their learning and development, which effectively promotes their school readiness.

Children are provided with a suitable range of stimulus for imagination. For example, children participate in superhero role play and dress up as knights on St George's Day. The environment displays mathematical print, allowing children and the childminder to make reference to it. For example, there is a poster on the wall displaying the times table. Children's understanding of technology is developing as they play with programmable toys that play tunes when they press different buttons. The childminder takes children on a range of outings, which supports their current and ever changing interests and fosters all areas of their learning. This includes train rides, visits to museums and National Trust properties and eating out, all of which help children learn about aspects of their familiar world. The childminder takes children to the weekly toddler groups where children learn to socialise, share and take turns and develop friendships. This supports children's personal social and emotional development. Parents' comments show that they value the learning programme provided, as they say, 'My child is always doing something different with the childminder'. Consequently, children engage in the characteristics of effective learning throughout the day.

Children's prior skills are established on admission to the setting through observation and verbal discussions with parents, which helps the childminder identify where children are in their development pathway. Daily discussions, the diary book and the sharing of children's assessment folders, helps to keep parents up to date with their child's progress. This informs them of the sort of things their child is doing and how they can support their child at home. The childminder is aware that she will need to complete the progress check for children between the ages of two and three years. She has the appropriate knowledge to complete this and then provide parents with a written summary of children's progress

within the prime areas.

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

The childminder uses the whole of the first floor for childminding. The children use the child-sized table and chairs and access a wide range of toys and resources to meet their needs. The childminder has positive images and resources that reflect the wider multi-cultural community, including those with diverse physical characteristics, including disabilities. As a result, children have opportunities to increase their appreciation of individual differences. However, the childminder has not risk assessed her home effectively. This is because she does not check the house to make sure that it is safe for children before they arrive. For example, the childminder's own medication is stored on a shelf next to the sofa in the lounge and there is lawn treatment stored on a shelf in the walk through from the kitchen to the garden. Both of these are out of the reach of children, unless they climb on the equipment or furniture nearby and reach across. Therefore, the risk to children is minimal as children are constantly and responsibly supervised. Nevertheless, children's safety is not fully secured.

There is a relaxed and happy atmosphere within the setting because the childminder is approachable and friendly. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. Children are confident in their communications with the childminder, for example, they call her name and ask for help. The childminder encourages children and their parents to visit the setting and have a look around ahead of the planned start date. Parents may attend as many sessions as they like with the child, leaving the child initially for short periods of time, gradually increasing the length of time the child stays on their own. Parents are asked to bring along any comfort objects their child may have, so that the childminder can use these to help soothe and calm children. The childminder is a good role model who puts children's needs and interests first. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, children return toys before selecting another. The childminder respects children, helping them to do things and learn for themselves. Children are offered choices, they are able to develop the skills and abilities necessary for effective learning, autonomy and positive self-esteem.

Children practise good personal hygiene when they are encouraged to clean their hands before snacks. Snacks provided for children are nutritious and today consist of rice cakes, a piece of fruit and a drink of milk. Nutritious meals are provided by parents, ensuring each child's individual dietary needs are met. Consequently, children have healthy foods that contain all the energy, minerals, vitamins and fibre they need to grow. The childminder discusses children's likes and dislikes, which helps them learn about healthy food and drink. The childminder offers support if necessary and praises children's efforts. The childminder and children walk to and from school every day providing those in pushchairs with visual stimulation to promote their understanding of the world. Additionally, the school run enables the older children to experience outdoor, daily energetic play, helping them to learn the benefits of physical exercise. Children have opportunities to take safe risks and experience physical challenge when they jump off

walls on their visits to National Trust properties and when they climb the numerous steep steps in the local town. These outings, along with trips to the library and the shops, help children to develop confidence, independence and social skills outside of the childminder's home. This helps to emotionally prepare them for the next stage in their life, such as attending school.

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

The childminder has a generally satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she is not fully meeting two of these requirements. This is because the childminder has not effectively risk assessed the home environment, this is also a breach of the requirements of the Childcare Register. Additionally, the childminder does not ensure that her medication is securely stored and is out of the reach of children. Consequently, children are not fully protected. There is an up-to-date child protection policy and the childminder is aware of the procedure she must follow if there are any concerns that a child is suffering from abuse. The childminder has attended paediatric first-aid training, which provides her with the knowledge and skills required to effectively administer first aid as well as meet the requirements of registration.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage and, as a result, children make good progress in their learning. The childminder monitors the educational programme as she uses suitable government guidance to benchmark children's achievements. Any areas of learning which children fall behind with, are quickly identified and set as a focus. The childminder has begun to identify strengths and weaknesses in the setting and has some improvements planned to support children's progress over time, for example, by obtaining more learning resources. This means that children are supported to make good progress in their learning and development.

Children and families benefit from the friendly relationships that exist between the childminder and parents. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. Regular two-way flow of information is achieved by daily discussions and the sharing of children's assessment folders and daily diary, which helps to involve parents in their children's learning. The childminder has developed links with the local school to help her meet children's care and educational needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	223761
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	818245
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	

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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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