

Inspection date

10/06/2014

Previous inspection date

25/10/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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

- Children enjoy their time in the setting. They make friends and participate in a suitable variety of activities that incorporate the seven areas of learning. As a result, they are making satisfactory progress.
- Positive relationships and partnerships are established with parents. They receive regular updates as to what their children are doing and the progress they are making in the setting.
- The childminder and her staff have a sound knowledge of child protection and how to deal with any concerns. This means that children are suitably safeguarded in the setting.

It is not yet good because

- Staff do not always organise routines, activities and resources so that the youngest children are effectively challenged and fully supported indoors and outdoors.
- Behaviour expectations at mealtimes are not consistently managed, resulting in some younger children not being challenged when they leave the table before they have finished eating.
- The quality of teaching, at times, is inconsistent, and as a result, some activities do not provide children with a good level of challenge. Therefore, children's progress is not fully maximised.

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 playroom, lounge and outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held meetings with the childminder and spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Brambles Childcare was registered to provide childcare on domestic premises in 2010. A childminding service has been registered on the premises since 2005 and both provisions are on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The combined provision operates from domestic premises in the Church Stretton area of Shropshire. The provider is also a registered childminder and lives in the property with her partner and their three children aged one, six and 10 years. The setting serves the local area and is accessible to all children. It operates from the lounge, playroom, baby room and kitchen of the home, with additional use of the extensive outdoor spaces. The family has a dog, a hedgehog and a variety of reptiles as pets. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 and 3. The owner also holds a forest school leadership qualification at level 3. The setting opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 33 children on roll, 23 of whom are in the early years age group. The setting provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that the youngest children receive a challenging and enjoyable learning experience that responds to their individual needs, by organising the environment, activities and resources to enable them to have time and space to practise their physical skills, away from the older children
- implement consistent behaviour management at mealtimes to ensure that all children are aware of the expectations, such as sitting at the table while eating, to assure their well-being.

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

- develop the systems in place to monitor and support staff performance, in order to ensure that the quality of teaching is consistent and appropriately challenging, supporting children to make good progress.

Inspection judgements

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

The childminder and her staff have an appropriate knowledge of the prime and specific areas of learning. They consult with parents during settling-in time to ensure that they are aware of children's interests and starting points. They demonstrate that they are aware of children's interests and provide them with a variety of indoor and outdoor activities which appeal to them. The childminder and staff carry out observations and take photographs of the children as they play. These are uploaded onto an online system which parents can access at all times to check on their child's progress and see what activities they have been engaged in. This means that they are well informed of their child's activities and progress. The childminder and staff are aware of the requirements for the progress check for children between the ages of two and three years and complete this where appropriate. This means the childminder and parents can work together to support children's learning in the setting and at home. As a result, children are satisfactorily gaining the key skills they need in their learning to be ready for school.

The childminder encourages children to make choices about their play and they are keen to involve her. For example, when a child shows an interest in a hand-held metal detector, the childminder encourages him to explore a range of objects to test if they contain metal. As result, the interaction between the childminder and children is positive. This supports children's personal, social and emotional development. The childminder understands generally how children learn through everyday activities. For example, outdoors, when children are exploring foam letters which are underneath a clear dome, she teaches children how to recognise the letters and identify if they are in their own names. Children's language development is appropriately supported. The childminder responds to babies' babbling and encourages young and older children to join in conversations to help promote their language and communication. However, the quality of teaching across the staff team at times is inconsistent, and as a result, some activities do not provide children with a good level of challenge and some are not tailored to babies' and young children's learning needs. For example, staff lead a singing and movement session, which initially attracts a few children's attention. Some children remain engaged and show their enjoyment during the activity as they join in with the movements and request their favourite songs be repeated. Children develop their physical skills as they join in accompanying actions, showing developing coordination and control of their body movements. However, when most of the children lose interest, staff do not follow their lead and instead continue with the activity. There are only a few other readily available resources for children who do not wish to participate, to use to initiate their own play. This limits their learning opportunities and their progress towards the early learning goals. Therefore, children's progress is not fully maximised.

Children develop an interest in early writing skills, as they practise these in a variety of ways, using pencils, crayons, chalks and paintbrushes. Children develop an understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects in their surroundings. There are a good selection of resources to develop children's early skills in using technology, including learning how to operate programmable toys. While there are a range of opportunities continually accessible to the older children, staff do not always organise routines, activities and resources so that the youngest children are effectively challenged and fully supported indoors and outdoors. As a result, babies do not always have opportunities to fully develop their physical skills, such as crawling and walking, as

much as they should or to fully access the range of resources specifically for their age range.

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

Children benefit from the caring nature of the childminder and her staff as they are attentive towards their emotional needs. As a result, they are happy and settled and have formed secure relationships. Through appropriate settling-in arrangements, the childminder is able to obtain useful information from parents about their child's care routine. This enables her to meet children's individual needs and ensures that the transition from home to the setting is as smooth as possible for each child. Children are valued and the childminder helps them to feel good about themselves by frequently providing praise and encouragement. The childminder ensures from a young age that children understand the need to share, take turns and be kind to each other. She is consistent when teaching children how to behave towards one another and identifies when children need time and space away from others to calm down when over excited or boisterous. This helps children to learn about appropriate behaviour and promotes their confidence and self-esteem. However, expected behaviour at mealtimes is not consistently managed, as when children leave the table with food in their hands, this is not always appropriately addressed. This does not therefore ensure that children are fully aware of what is expected of them at all times or have consistent boundaries in all situations.

The childminder teaches children how to keep themselves and others safe. For example, she regularly practises the procedure for evacuation with children to ensure that they know what to do in the event of an emergency. The extensive outdoor provision and the range of resources available also support children in challenging their physical skills and to learn about safety, for example, when swings are in use. Through everyday routines, children become familiar with the hygiene routines and know to wash their hands before eating and following outdoor play. The childminder promotes children's health by encouraging children to eat healthily and provides a variety of nutritious, home-cooked meals and snacks which children eat enthusiastically. The childminder is aware of children's individual dietary needs and ensures these are met. Drinking water is available at all times, both indoors and outdoors, and children express to the childminder the importance of drinking plenty of this on a hot day, to keep themselves well. Outdoor play takes place throughout the day, promoting physical exercise and good health.

There is some strong practice in promoting children's emotional well-being and self-care, and the childminder and staff work closely with parents to meet children's individual needs. Children are provided with opportunities to become independent in self-care through encouragement to put on their coats or shoes and to be self-sufficient in washing their own hands before they eat and after using the toilet. Therefore, children become competent at managing their personal needs relative to their ages and stages. The children are happy and confident and benefit from a friendly and family-orientated environment. The resources are stored at low level and are easily accessible. This ensures children have independence in selecting toys, therefore, supporting their self-confidence. The childminder forms positive relationships with other childcare professionals, including

local schools and nurseries, to provide consistent care for all children, and to support them through change and new experiences.

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

The childminder is registered to provide daycare on domestic premises and employs staff to work with her to provide a seamless service for the children, regardless of their attendance patterns. The childminder and her staff demonstrate a sound knowledge of child protection procedures and are aware of their responsibilities to protect children in their care. Adults within the household and the employed staff are appropriately vetted to ensure their suitability to be around children. The health and safety of the children in her care are well supported through the written risk assessments she has implemented. These cover all areas of her home which are used for childminding, and any off-site visits, such as to local parks. Parental consent is gained to take children on outings when they initially start in the setting, enabling these to be spontaneous. Access to the premises is secure and the childminder ensures that visitors' identification is scrutinised. All of the procedures for accidents, incidents and administering medication are in place and shared with parents effectively. In addition, a range of policies and procedures are implemented and reviewed by the childminder, who shares these with parents through an online portal that she has recently invested in. Parents are made aware of these when they sign an initial contract of terms and conditions, including agreement to the policies and procedures in place. This ensures that they are fully aware of the safety measures she has in place and demonstrates her commitment to keeping their children safe from harm.

The childminder has a childcare qualification and has attended training in first aid and safeguarding, which support her in promoting children's health and well-being. She updates these certificates at regular intervals, as do her staff, and they all access additional local authority training, when available, to further develop their knowledge and skills. The childminder promotes equal opportunities in her setting and has hosted training from external professionals, to enable herself and her staff to meet identified educational or medical needs of the children in their care. She has completed a self-evaluation of her service, involving the views of staff and those of parents, through questionnaires. Current identified improvements are to develop one of the outdoor areas, with an all-weather surface, demonstrating the childminder's commitment to develop her provision further. The childminder has shown some capacity to make improvements. Some progress has been made since the previous inspection, as most of the issues raised have been successfully addressed. However, arrangements for monitoring and performance management of the staff do not currently focus on improving the quality of teaching. Consequently, this is variable across the setting, and as a result, children's progress is not fully maximised.

Partnerships with parents are well established and the childminder informs them verbally each day about the activities their child has been involved in. Additional information about their child's progress is constantly available via the online portal. Parents confirm that they feel very well informed and are very happy with the care their children receive from the childminder and her staff. The childminder has an appropriate understanding of the

importance of working in partnership with other providers, such as schools, to ensure smooth transitions in the children's next phase in their learning. The childminder also understands why it is important to work with other agencies to support children, if and when required. This has been implemented very effectively for some children, subject to parental consent, to share information with other professionals or providers who are involved with the child.

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	EY307281
Local authority	Shropshire
Inspection number	977558
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	33
Name of provider	
Date of previous inspection	25/10/2013
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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