

Inspection date	23/07/2014
Previous inspection date	18/05/2009

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 childminder has a clear knowledge and understanding of the safeguarding procedures. In addition, effective risk assessments and good supervision ensures children are protected from harm.
- Children make good progress in their learning and development, supported by the enthusiastic and knowledgeable childminder.
- 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 individual children.
- The childminder provides a caring and loving environment to help children feel safe and comfortable. As a result, children build secure attachments with the childminder to develop their emotional well-being.
- Leadership and management are effective. The childminder and assistant work well together to ensure that children receive a good quality early years experience.

It is not yet outstanding because

- There is room 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 taking place indoors.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, evidence of the suitability of adults living and working 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.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Ellesmere, Shropshire. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and some hens. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder works with an assistant on a part-time basis. She 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- and adult-led activities to promote children's learning and development. As a result, the children remain motivated and enthusiastic learners. Parents' contributions are highly valued and play an important part in helping to gain the most accurate picture of the children when they first start. This helps support the childminder in completing a baseline assessment on the children and planning for their interests. The childminder is aware of conducting a progress check for children aged between two and three years to plan for their next steps in their learning. Consequently, all children make good progress. Records are accurately completed and demonstrate children's progress in all areas of their development. For example, well-documented learning journals record a clear picture of where children are in their learning. This helps to support parents' understanding of their children's progress. The childminder also ensures that information about activities is shared with parents so that they can continue their children's learning when they are at home.

Teaching is good. The childminder supports children sensitively and extends their thinking through talking to them. For example, she confidently uses language to explain what they are doing next, to enhance children's learning and enthuse them. Children express themselves through a good range of art and craft activities which they enjoy. For example,

jelly play, hand painting and play dough. This helps support their exploration and curiosity and prepares them for the next stage in their learning, such as starting nursery. The childminder interacts well with the children and makes learning fun and enjoyable. She asks them questions to promote their thinking and learning and communication skills. For example, when playing with the cars and the garage they talk about putting the people into the cars. They discuss, 'Where could the people be?' as they look in the boxes together to find them. The childminder skilfully provides younger children with cups and dried pasta to fill and empty so they listen to the sound of the pasta. She introduces words, such as full and empty to the children as they develop their mathematical language skills while enjoying the texture of the dried pasta as a sensory experience. The childminder supports children's interest and choice 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 sounds.

The majority of resources are well organised and stored at a low level enabling children to access them independently. However, there is scope to improve how these are organised within the two playrooms to fully support children in their play and maximise their independence further. The childminder involves parents well in their child's learning and has effective communication systems in place to keep them well informed. For example, parents appreciate the daily communication book which keeps them informed of their children's activities and achievements. They are able to add their views and comments to ensure a free-flow of communication between them and the childminder. This ensures that children's needs are consistently met between home and the childminder's setting.

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

Children are happy and content within the childminder's home. They sit together on the floor to join in with activities or for reassurance and cuddles. The childminder takes time at initial meetings with parents to discuss children's individual needs and parents' preferences. This helps to ensure that children receive a positive and smooth transition into the childminder's care. As a result, children are able to build secure attachments with the childminder to develop their emotional well-being.

Children's behaviour is managed sensitively, in accordance to their age and stage of development. The childminder is a good role model as she supports them to learn to share and take turns with resources and equipment. 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 activities in a different environment. This helps children to develop their confidence and also prepares them emotionally as they move onto nursery or school. The childminder ensures that the environment is safe and secure to promote children's welfare and to help develop their understanding of safety and how to manage risk. Children demonstrate that they are developing skills to understand how to keep themselves safe, for example, they take part in regular emergency evacuation procedures and are developing an understanding of road safety when on outings.

Children's good health is promoted well as they eat nutritious meals, which promote healthy eating. These are supplemented with a range of healthy and tasty snacks. Children have opportunities to develop their self-care skills and they demonstrate an understanding of independently managing their needs by helping themselves to fresh drinking water during the day. Babies develop their independence skills well, for example, by learning to feed themselves. Clear procedures are in place through discussions with parents, in relation to children with particular dietary requirements. These are stringently followed to promote children's good health and well-being at all times. Children also develop their understanding of adopting a healthy lifestyle through outdoor pursuits. For example, children have daily opportunities to enjoy fresh air and exercise when they play in the garden or when they visit local parks where they explore and are physically active.

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

The childminder demonstrates a good understanding of her roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. All the required documentation is in place and maintained well. The childminder has a clear understanding of safeguarding and welfare requirements and is aware of her responsibility to report any concerns. For example, she is clear about what to do should she have a concern about a child in her care. This ensures that children are effectively safeguarded. Ongoing effective risk assessments and daily visual checks ensure that any hazards are identified and minimised. Comprehensive recruitment and induction procedures are in place in respect of the assistant who works with the childminder. In addition, all adults living or working at the childminder's home have undergone the necessary checks to make sure that they are suitable to work with or to have contact with children.

The childminder is keen to develop her practice and has addressed all the recommendations set at the last inspection. She has increased her knowledge and understanding of the Early Years Foundation Stage and implemented this into her practice. In addition, both the childminder and her assistant now hold valid first-aid certificates to ensure the safety of the children is met at all times. Self-evaluation by the childminder and her assistant is accurate and has resulted in improving their practice. In addition, the childminder and assistant seek support, guidance and share professional practice with other childminders. They undertake training to update their skills and knowledge and use their learning well to benefit children as they use new ideas and techniques to enhance their experiences.

The childminder recognises the importance of partnership working which contributes significantly to the good progress that the children make. She 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 need is promptly identified and addressed. This helps to support all children to reach their full potential. Effective

partnerships are in place with parents and other settings and links are established with the local school to ensure that information about children's learning and development is shared. This helps with children's transitions and ensures a consistent approach is in place to promote their all-round development and support them their school learning.

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

Unique reference number	223816
Local authority	Shropshire
Inspection number	802625
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	18/05/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

