

Inspection date

26/08/2014

Previous inspection date

09/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 very good knowledge and understanding of how to effectively safeguard children in his care. He is aware of the action to take if an allegation is made against himself or a member of his family and restricts the inappropriate use of mobile phones and cameras in his home. Consequently, there are robust procedures in place to effectively safeguard and protect children.
- The childminder is skilful in promoting children's communication and language development. He listens carefully to what children have to say and repeats words back to them to aid their pronunciation and confidence to speak. As a result, children make good progress in their learning and development.
- The childminder works closely with his co-childminder to provide children with a warm and interesting environment that is safe and secure for children to explore. Children are very settled and relaxed and show good levels of confidence and self-esteem. Consequently, their emotional well-being is promoted well.
- Partnerships with parents and other professionals are well established. There is a constant two-way flow of information that supports children in their learning and development.

It is not yet outstanding because

- The childminder does not consistently support children in their early 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 observed children in the indoor and outside environment.
- The inspector spoke to the childminder at appropriate times and discussed a range of policies and procedures.
- The inspector looked at a selection of children's assessment files and progress tracking information and discussed these with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and co-childminder, their self-evaluation form and improvement plan.
- Although parents were not available to speak with, the inspector looked at comments on parent questionnaires and thank-you cards.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, who is registered as a co-childminder and their two sons aged 15 and 18 years, in Oswestry, Shropshire. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The family has a pet dog and several chickens. There are currently four children on roll; all of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round, from 7am to 7pm, Sunday to Monday, except for 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:

- provide further opportunities for children to understand that print conveys meaning so that children begin to recognise familiar words and signs in the environment, for example, by consistently labelling all resources.

Inspection judgements

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

The childminder's home is welcoming and provides children with a good range of resources both indoors and outside. The childminder uses his knowledge and understanding of the learning requirements of the Early Years Foundation Stage to ensure that children are offered a good balance of adult-led and child-initiated activities. He is keen to follow the interests of children during play and this allows children to take the lead and become active learners. For example, children decide to make a pretend 'train' out of building blocks and the childminder is guided by the children as they tell him how this will be constructed. Once this is complete, children have great fun as the childminder pushes children around his home in the train. The childminder provides children with additional props, such as steering wheels and dressing-up clothes to fully support children in their imaginary play. The childminder listens carefully to what children say and shows a genuine interest in their comments. He repeats new words back to the children so that their communication and language development is well supported. As a result, children are engaged, animated and benefit from good quality experiences and teaching methods. Children begin to acquire the necessary skills and attitudes to prepare them for their move to school. For example, they follow daily routines and develop an understanding of why it is important to tidy toys away when they have finished playing with them.

The childminder works closely with his co-childminder to ensure that children's development is closely monitored through regular observations and assessments.

Children's next steps in learning are clearly identified and targeted through purposeful planned activities. As a result, children make good progress in their learning and development. Each child has an individual file which contains various digital photographs of children engaged in a wide variety of activities. These provide parents with lovely images of their children interacting with the childminder and his co-childminder and other children in the provision. The progress check for children between the ages of two and three years is completed well and shared with parents and health visitors. This means that if needed, the childminder is able to access support for children to ensure that any gaps in their learning and development are suitably targeted. Resources provide children with challenge and interest and are appropriate to the age and stage of children. Most resources are stored in labelled boxes with pictures on so that younger children are able to independently access them. However, boxes are not always consistently labelled with print so that pre-school children become used to familiar words and develop an understanding that print conveys meaning in the environment.

Partnerships with parents are promoted very well. The childminder ensures that parents are provided with a constant flow of information about their child's progress and activities. For example, a regular newsletter is compiled that details special days or events that will be celebrated, such as St. Patrick's Day, Christmas or Chinese New Year. The childminder has produced a display, using annotated photographs of the children which are linked to the different areas of the Early Years Foundation Stage. It is a delightful way of informing parents about how their children learn and develop across the seven areas of learning. Parents are provided with daily feedback at the end of the day. Consequently, parents are kept well informed of how their children's learning and development is promoted in the childminding provision.

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

Children are very happy to be in the childminder's home. They display good levels of engagement during activities and routines and clearly enjoy interactions with both childminders. Children are confident to speak with visitors and hand out dressing-up accessories to them during imaginary play. Consequently, children have good levels of self-esteem as their personal, social and emotional development is promoted very well. The childminder and his co-childminder operate a very effective key-person system. They are both very knowledgeable about individual children and are able to tailor learning and care arrangements to fully meet the needs of individual children. For example, they are aware of any allergies or intolerances that children may have and work closely with parents to ensure that children's well-being is given high priority. Parents are very happy with the care provided and express their gratitude to the childminders in 'thank-you' cards.

Children benefit from close interactions with the childminder. He has a very sensitive and caring approach which promotes children's emotional well-being very well. The childminder talks to children about their forthcoming holidays and about moving on to school. This helps to support children in being aware of changes to their normal routines and future care arrangements. The childminder provides children with gentle reminders about how to play safely. Children listen and respond appropriately ensuring that their actions are more controlled. As a result, children are given clear boundaries and their

behaviour is managed very well. Resources are well maintained and provide children with a safe and stimulating environment to explore. Children learn about managing their own safety as the childminder discusses how to use safety torches and how they can attract attention when you may be lost.

Children's independence is promoted very well because the childminder exploits many opportunities for children to develop this. For example, children are involved in preparing their own snack and confidently chop up bananas and are responsible for selecting their own plates and cups. Children eat a good variety of healthy meals and snacks. The childminder is aware of children's individual favourite foods and strives to provide these, so children are keen to consume these and enjoy meal times. Children learn about healthy lifestyles as the childminder grows a variety of fruit and vegetables with the children in the garden. Children pick ripe tomatoes and are excited to show visitors and tell them they are going to eat them with their lunch. Children bring in their own beakers from home which the childminder ensures are full of fresh drinking water. This is available to children at all times and means that children do not get thirsty throughout the day. The childminder is keen to provide children with regular physical exercise and uses the outdoor playroom to facilitate this. As a result, children's health and well-being is effectively promoted.

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

The childminder has a good knowledge and understanding of how to effectively safeguard children in his care. He takes responsibility for ensuring that both he and his co-childminder are kept up to date with any changes that may affect their provision. For example, he has implemented a detailed safeguarding policy that underpins their good practice. This includes details of how to restrict the inappropriate use of mobile phones and cameras in the childminding provision. The childminder is confident of the action to take if an allegation is made against himself, co-childminder or a member of his family. The childminder has undertaken extensive training on all areas of child protection and disseminates this information to his co-childminder. All members of the household have undertaken suitability checks to ensure that children's safety is promoted. As a result, safeguarding procedures and practices are good.

The childminder has successfully actioned all previous recommendations and now uses a 'home link' book to share information with parents and other providers. He has developed good systems to evaluate his practice which fully involve parents as they express their views in parent questionnaires. He uses his knowledge of the learning requirements of the Early Years Foundation Stage to identify areas in his provision that could be improved. For example, he has made a mounted blackboard and craft area in the indoor playroom so children can experiment with different media and craft activities, such as crayoning and chalking. As a result, children make good progress in their learning and development. The childminder monitors the quality of practice by holding frequent discussions with his co-childminder and together they decide on future courses to attend to extend their professional knowledge. This proactive approach shows how he is committed to improving the quality of teaching for children in his care.

Partnerships with parents and other professionals are good. The childminder seeks the views of parents on a regular basis to ensure that they are happy with the provision. He understands how to access support from wider professionals if needed and has made good links with local schools to complement children's learning. This provides continuity of care for children and supports them very well in preparing for their future learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	259036
Local authority	Shropshire
Inspection number	867136
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/02/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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