

Inspection date	14/10/2014
Previous inspection date	17/03/2011

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 the learning and welfare requirements in the Early Years Foundation Stage. She has good procedures and practices in place to ensure that children are effectively safeguarded in her home.
- The childminder has developed close attachments with children and responds well to their needs. As a result, children's emotional well-being is promoted and they are very happy and content to be in the childminder's home.
- The quality of teaching is good. The childminder plans activities and develops routines that stem from children's interests. Consequently, children are motivated and eager to learn.
- The childminder works hard to maintain the good relationships in place with parents and other providers. Parents benefit from regular feedback and are encouraged to be involved in their children's learning.

It is not yet outstanding because

- The outdoor area provides children with fewer opportunities to fully develop their early mathematical 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 as they played indoors.
- The inspector discussed children's progress with the childminder.
- The inspector checked the evidence of the suitability and qualifications of the childminder and looked at her self-evaluation form and improvement plan.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Whitchurch, Shropshire. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The family has two pet dogs. The childminder collects children from local schools. There are currently seven children on roll, two of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, 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 children with further resources in the outdoor area to promote their mathematical development, for example, by providing more visual displays of numerals for children to use in their everyday play.

Inspection judgements

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

The quality of teaching is good. This is because the childminder has a good knowledge and understanding of the learning requirements in the Early Years Foundation Stage. She fosters children's early language skills very well as she sounds out new words in storybooks. Children are provided with a good range of resources to teach them about different cultures and diversity. As a result, children begin to learn about how people are different and understand how different religions hold unique celebrations. The childminder models how to use intricate flaps and slides inside books, so that children's learning is enhanced as they discover a range of symbols for different religions. Children are beginning to acquire the necessary skills they require for their future learning, such as school. For example, they tend to their own personal needs, dress themselves independently and listen to each other, taking turns with resources and toys.

Children are provided with a good range of adult-led and child-initiated activities. They are eager to learn and are provided with sufficient challenge and stimulation. Resources are stored in transparent boxes that children can readily access independently. The outdoor area provides children with a variety of resources and equipment. However, children are not provided with sufficient resources in the outdoor area to promote their mathematical development. The childminder has good systems in place to monitor children's development. She carries out regular observations and links these to the seven areas in the Early Years Foundation Stage. Children's next steps in their learning are clearly

identified and activities are planned to target these. The progress check for children between the ages of two and three years is completed in a timely manner so that if necessary, additional help can be sought. Consequently, children are well supported to make good progress in their learning.

The childminder obtains a wealth of information from parents, so that she is able to provide children with activities that they will find interesting. Information is gathered on an All about me form and updated with verbal discussions. Children's individual files containing photographs and assessments are shared with parents so they are kept up to date about their children's achievements.

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

The childminder is a good role model and speaks to children politely, and respectfully listens to what they have to say. Children respond well to this so are well behaved and display impeccable manners. The childminder fosters close attachments with children and they go to her for cuddles and reassurance when they awake from their afternoon sleep. This promotes their emotional well-being very well and children appear content and happy to be in the childminder's home.

The childminder is keen to teach children about being healthy and adopting healthy practices. For example, she encourages children to favour fresh fruit and vegetables over conventional foods and provides them with nutritious meals. She provides parents with a comprehensive menu so they are aware of what their children have consumed during the day. The childminder explains to children why it is important to wash their hands after toileting and before eating. Consequently, children's health and well-being is promoted well.

Children benefit from regular physical exercise and participate in daily walks to the local school. She uses this time to talk to younger children about what it will be like for them when they move to school. This helps them to become emotionally prepared for their next stage in learning. The childminder is considerate to children's physical needs; she has purchased warm outdoor suits, so that children are suitably dressed during inclement weather. The childminder talks to children about managing their own safety when crossing roads and explains to them about using pelican crossings and the role of the lollipop person. Children have access to the childminder's garden and benefit from a new renovated area with artificial grass. This area now allows children to independently play in the indoor or outside environments depending on their preference.

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

Children's safety and welfare is well promoted by the childminder. She has a good knowledge and understanding of how to effectively safeguard children in her care. Visitor identification is sought and recorded, so that she has an accurate record of all visitors. She

is vigilant in reminding visitors of her policy with regard to mobile telephone and camera use. The childminder is aware of the signs and symptoms of abuse and knows what action to take if she had a concern about the safety or welfare of a child. She ensures that suitability checks are carried out for all members of her household and holds a current first-aid certificate, as well as current public liability insurance. As a result, children's safety and welfare are given high priority.

The childminder is qualified and has many years experience in early years, which she uses to provide children with a broad range of activities that challenge and interest children. As a result, the quality of teaching is good. The childminder has successfully implemented the recommendation from the previous report. She now closely monitors children's individual development and shares this with parents. This means that children make very good progress in their learning. There are good systems in place to evaluate the provision. For example, the childminder actively seeks the views of parents so they are involved in developing the quality of teaching and learning experiences for their children.

Partnerships with parents, other settings and external agencies are effectively promoted. The childminder has worked hard to establish and maintain good relationships with parents and fully involves them in their children's learning. The childminder collects children from local schools and has established good relationships with teachers and other professionals. This means that children are well supported in their current and future learning, such as the move to 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. 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	223736
Local authority	Shropshire
Inspection number	866106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17/03/2011
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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