

Inspection date	14/10/2014
Previous inspection date	16/10/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		2
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 with special educational needs and/or disabilities are well supported by the childminder. She establishes secure attachments so they feel safe and she promotes their emotional well-being and independence.
- The childminder has formed sound relationships with wider professionals and other providers, so that children are provided with continuity of care and are appropriately supported in their learning and development.
- The childminder's home is secure and welcoming. There is a good range of resources and equipment to stimulate and challenge children.

It is not yet good because

- The childminder does not always follow her safeguarding procedures by informing all organisations of any allegations made against her.
- Assessments and observations of children's development are not precise enough to effectively identify and plan for their next steps in learning.
- Self-evaluation does not fully identify and plan priorities for improvement and successfully involve parents and children's views.

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. She engaged in children's discussions and imaginative play.
- The inspector discussed children's progress with the childminder and looked at a sample of children's assessment records.
- 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 spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents from written comments obtained by the childminder.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 1990 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Whitchurch, Shropshire. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The family has a pet dog, rabbit and guinea pig. The childminder collects children from local schools and nurseries. There are currently four children on roll, one of whom is in the early years age range. Children attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities. The childminding provision operates all year round, from 6am to 6pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that safeguarding procedures are fully understood and followed in the event of an allegation being made against the childminder or a member of the family
- develop the quality of teaching by accurately assessing each child's level of development and use the information effectively to precisely inform the planning of children's next steps in learning and development, so that they are best supported to make good progress.

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

- use self-evaluation more effectively by involving parents and children to prioritise areas for improvement in order to maintain and develop the quality of the provision.

Inspection judgements

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

The childminder has an appropriate knowledge and understanding of the learning requirements in the Early Years Foundation Stage. She uses this and her wide experience to support children, particularly those with special educational needs and/or disabilities, in their learning and development. The quality of teaching is generally good and the childminder provides children with activities that are developmentally appropriate to their stage of learning. The childminder uses sign language to promote and support children's communication and language development. She listens attentively to what children have

to say and clearly pronounces new words to children, so that they are confident to use them. She supports children's personal, social and emotional development by playing alongside children and offering praise and encouragement to try new activities. Children who have special educational needs and /or disabilities are offered extra support with their physical development. For example, as children mount steps into the house, the childminder offers verbal support and is close by to offer help and physical support if necessary. This emphasis on promoting children's development in the prime areas helps children to develop the basic skills and attributes to prepare them for their future learning, such as moving on to school. Overall, children are generally working within the typical range of development expected for their age and taking into account their individual learning requirements.

The childminder works closely with parents so children are fully supported in their development both in the provision and at home. She completes a detailed daily diary for parents, so that they are kept well informed of daily activities and achievements. Children's individual files are shared regularly with parents and are filled with annotated photographs showing children engaged in a range of adult-led and child-initiated activities. The childminder values information received from parents and uses it to contribute to the initial and ongoing assessment of children.

The systems in place to observe and assess children's learning and development still require improvement. The childminder carries out regular observations of children to monitor their development. However, these are not always linked accurately to the seven areas of learning or the expectations for different ages of children and do not clearly identify children's next steps in learning. Routine assessments of children's learning are carried out but the childminder does not always use this information to monitor how quickly the gaps in their learning are closing. This is because assessments are not dated and achievements are not consistently monitored. The childminder is able to describe how individual children make steady progress in their development but again, this is not sufficient to demonstrate how effectively the gaps are closing. This means that children's next steps in their learning are not always clearly identified and targeted, so that they make best progress. The progress check for children between the ages of two and three years is completed and shared with parents so they are informed of their children's progress.

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

The childminder's home provides children with a welcoming and homely environment. The childminder knows children very well and has developed secure attachments with them. Children are happy and relaxed in the presence of the childminder and visitors. The childminder introduces visitors and explains their purpose, so that children feel secure in their presence. Children are well behaved and play cooperatively together and are confident to involve visitors in their imaginative play by making pretend cups of tea. This shows that children's self-esteem and emotional well-being is positively promoted. The childminder allows plenty of time for children to settle in to her provision and involves parents in this process. Parents comment that they are very happy about how their

children have settled in and enjoy coming to the childminder.

Close links have been established with joint providers of care to ensure that children are provided with continuity. The childminder collects children from local nurseries and helps to emotionally prepare children for their next stage in learning as she discusses with them about future arrangements. Children with special educational needs and/or disabilities are very well supported as the childminder goes to great lengths to ensure that they are able to independently tend to their personal needs. For example, children are encouraged to change out of their school uniform and dress independently. They become aware of the need to put their clothes away and slowly develop a responsibility to take care of their belongings. The childminder talks to children about being aware of their own safety when crossing roads and emphasises the importance of using their senses to assess risk around them. This means that children's well-being is promoted well as children are learning to identify risk and manage their own safety.

The childminder teaches children about being healthy and is a good role model. She explains to them about the importance of drinking water and why sugary drinks are not a healthy option. Children have access to fresh drinking water and are able to quench their thirst whenever they need to. The childminder promotes children's independence well as she encourages them to tend to personal needs, such as toileting and washing hands. Children have access to the childminder's garden and enjoy being outside. The childminder carries out daily visual checks to ensure that the environment is safe and suitable for children to play in. Resources are clean and easily accessible for children to interact with and provide a good level of challenge to stimulate and motivate children.

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

The childminder has detailed policies in place to show how to effectively safeguard children and promote their welfare and well-being. However, she has failed to follow these by not notifying Ofsted about an allegation made against her by another provider. This is also a breach of the Childcare Register requirements. The childminder did however, consult with the local authority about the situation and this resulted in no further action being taken. The childminder is now aware of the action to take if any allegations are made against her or a member of her family. On the day of the inspection, the childminder managed children's behaviour well and demonstrated a professional and caring approach to children. She is aware of the signs and symptoms of abuse and of the action to take if she had any concerns about children's welfare or well-being. Risk assessments are carried out to ensure that the indoor and outside environments are safe for children to play in. The childminder ensures that suitability checks are carried out on all adults residing at her home to promote children's safety.

The childminder is qualified and has nearly 25 years experience in childminding. She maintains an up-to-date first-aid certificate and holds current public liability insurance. The childminder has addressed most of her previous recommendations from her last inspection. She now has detailed risk assessments in place and has a written procedure

for dealing with complaints. The childminder also has systems in place to observe and assess children's progress. However, these not firmly embedded and still require improvement to ensure children's development is closely monitored and their next steps in learning are clearly identified so that they are better supported to make good progress.

Partnerships with parents are established and parents benefit from daily feedback from the childminder. However, she does not fully involve parents or children in the self-evaluation of her provision. Consequently, self-evaluation is not detailed enough to focus sufficiently on improving teaching and learning. The childminder works closely with other providers and external agencies, for example, to provide children with special educational needs and/or disabilities with sufficient support.

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:

- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those premises (compulsory part of the Childcare Register)
- inform Ofsted of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or by any person, where the allegation relates to harm or abuse occurring on those premises (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. 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	223888
Local authority	Shropshire
Inspection number	866119
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	16/10/2008
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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