

Inspection date	08/12/2014
Previous inspection date	11/12/2008

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

- Partnerships with parents and carers are strong and ensures that children receive the support they need. For example, the childminder provides parents with information on their children's activities and achievements in a variety of ways to keep them fully informed.
- The childminder has a strong knowledge of child protection procedures. As a result, she fully understands her role and responsibilities to keep children safe at all times.
- The childminder effectively supports children's well-being through promoting healthy lifestyles with the children. For example, nutritious and well-balanced snacks are provided daily.
- Children make good progress in their learning and development because the childminder provides a stimulating range of activities, which motivate and interest them.

It is not yet outstanding because

- The childminder does not fully embrace all opportunities for children to extend their learning when outdoors.
- Younger children are not always consistently encouraged to enhance their independence skills, when choosing resources in the playroom.

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's activities inside.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and other household members.
- The inspector took account of the views of parents and carers from a recent parent questionnaire.
- The inspector looked at children's learning journals and the childminder's planning records, self-evaluation information and other relevant documentation.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in Shrewsbury. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools. There are currently seven children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder 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:

- further develop the range of resources and play experiences provided for children outdoors to ensure their learning and development is fully optimised at all times
- enhance younger children's independence skills further, by providing opportunities for them to make choices from the toys and equipment in the playroom.

Inspection judgements

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

The childminder has a good knowledge and understanding of promoting children's learning and development. As a result, children are well prepared for school and their next steps in learning. The childminder plans an educational programme around the seven areas of learning that are challenging and motivating for children. Consequently, they make good progress in relation to their starting points. Observation and assessments provide important information around the child, which helps the childminder to support their individual interests and next steps. The childminder uses the information gained successfully to address any gaps in children's learning, so that children can make the best possible progress. Detailed development records, such as the early years summary review, are completed to demonstrate children's good progress. This ensures that parents are kept regularly informed of their child's learning and development, so that they can support their child's learning at home

The childminder effectively encourages children to develop activities in their own way. For example, they use the telephone to talk to mummy when playing at the desk. However, most of the toys and equipment are stored in coloured boxes, which children are unable to see through. This means that children only have written labels on the outside.

Consequently, younger children, who are unable to read, are not consistently encouraged to make independent choices about what they would like to play with. Children express themselves through a good range of art and craft activities, which they thoroughly enjoy, such as painting and drawing. They are skilfully guided by the childminder to make marks as they write in their Christmas cards, use sponges to paint their snowman and shake the glitter onto their picture.

The childminder introduces effective mathematical and positioning language with children. For example, when playing with the animals, they discuss going under and over the bridge, and into the house, before shutting the door. Children are supported by the childminder in developing their physical skills as they enjoy being active indoors. However, children do not always have the opportunity to extend their learning fully when outdoors, particularly during the winter months, as some of the equipment is stored away.

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

Children form secure and emotional attachments with the childminder, showing they feel relaxed and confident within her home. This helps to make sure that they are well prepared and emotionally ready for the next stage in their learning, such as starting nursery. Time is spent with parents initially to ensure that the childminder is fully aware of children's likes, dislikes and daily routines prior to them starting. This is particularly important for babies and younger children as the childminder can follow their familiar routine to help them settle easily and quickly with her. This helps to support smooth transitions between settings and promotes children's continuity of care and learning effectively.

The childminder sets positive ground rules with children. This ensures that there are clear and consistent boundaries in place. Children's behaviour is managed sensitively, in accordance with the children's age and stage of development. As a result, children know and understand the difference between right and wrong, and need very little support from the childminder to behave well. These skills continue to develop as children attend local groups where they socialise with their peers and enjoy play experiences in a different environment. This helps children to develop confidence in preparation for their move to nursery and school. Children know how to take sensible risks in their play so that they remain safe. For example, they develop a good understanding of road safety when on outings, which helps them to learn the importance of crossing the road at safe and appropriate places. In addition, they learn about keeping themselves safe as they wear high visibility jackets in the dark winter evenings to ensure they are seen by drivers and other road users.

A high priority is given by the childminder to promote children's healthy lifestyles. For example, they are offered nutritious and well-balanced snacks and meals as they begin to learn about the difference between foods that are good or not so good for them. Children enjoy the benefits of fresh air and exercise as they walk to and from school and when they play outdoors in the childminder's garden.

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

The childminder has a strong understanding of her role and responsibilities should she have a concern over a child's well-being. She regularly attends training to ensure that her safeguarding practice is up to date; therefore, she has an in-depth knowledge of how to protect children from harm and neglect. The childminder shares her safeguarding policy with parents to ensure that they are clear about how she will protect their children. She is clear about vetting procedures, and all of the required documentation is in place to assure parents about the suitability of the childminder and other adults. For example, Disclosure and Barring Service checks are in place for all adults in the home. The childminder maintains relevant records, such as daily registers, which accurately reflect children's hours of attendance and any visitors to her home. This secures children's safety and welfare.

Since the last inspection, the childminder has addressed all the actions and recommendations to develop and enhance her practice. Rigorous risk assessments are now carried out daily to identify and minimise hazards to children both on and off the premises. As a result, the home is well maintained and children are supervised well at all times. The childminder effectively monitors her capacity to improve through self-evaluation. She has a clear plan of action in place in order to secure and maintain continuous improvement. For example, she is fully aware of the learning and development requirements, and closely monitors children's progress. This includes using the progress check for children between the ages of two and three years to help identify gaps in their learning and offer extra support where needed. The childminder regularly attends training to ensure she is up to date with the requirements. This has a positive impact on the children, as she remains enthusiastic about her practice. As a result, children are enthusiastic and motivated because the childminder skilfully supports their progress towards the early learning goals. The childminder has a strong understanding of the learning and development requirements; as a result, all children make good progress in relation to their starting points.

The childminder works effectively in partnership with parents to ensure that they are fully involved in their children's learning and are aware of the progress being made. Positive comments from a recent parental questionnaire include, 'my child never wants to go home,' and 'I am more than pleased with the progress my child is making.' The childminder recognises the importance of partnerships and is fully committed to working closely together with other settings that children attend to ensure that children's needs are fully met.

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	223831
Local authority	Shropshire
Inspection number	871330
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	11/12/2008
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

