

Inspection date	18/12/2014
Previous inspection date	25/11/2010

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's home is safe and secure. She has a good knowledge and understanding of how to promote children's safety and welfare. She understands what action to take if an allegation is made against her or a member of her family.
- Partnerships with parents and other providers are well established. The childminder regularly shares information with them about children so that they are well supported in their progress.
- The childminder has good attachments with the children. She is a good role model and supports children in their daily interactions. Consequently, children are confident, very well behaved and display good manners. They are well supported in their emotional well-being.
- The childminder supports children's communication and language development by listening attentively to what children have to say and responding to them in appropriate ways. As a result, children make good progress in their learning.

It is not yet outstanding because

- Children are not always able to access the plentiful resources independently to enhance their interest and engagement during child-initiated play.

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 compulsory part 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 the children's discussions and imaginative play.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.
- 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.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two adult children in Bridgnorth, Shropshire. The whole of the ground floor is used for childminding. Children have access to an enclosed garden. The childminder collects children from local schools. There are currently nine children on roll, one of whom is in the early years age range. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 help themselves to resources and build on their independence skills, for example, by organising the indoor storage space more effectively.

Inspection judgements

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

Children are provided with developmentally appropriate activities that provide them with a good range of interest and challenge. This is because the childminder has a good understanding of the Early Years Foundation Stage. She gathers lots of information from parents about children's individual interests and uses this well to provide children with activities that will engage and motivate them. She liaises closely with other providers so that she can complement children's learning with similar activities. The childminder supports children's progress very well. She sits with children and gives them plenty of time to develop their thinking and communication skills. The childminder encourages children to ask lots of questions and to be inquisitive and keen learners. For example, children describe the nativity scene and ask why people have no shoes on and enquire about what food a donkey likes to eat. Children listen to the childminder's explanations and begin to understand about different ways of life. They recall on previous learning as they recite the names of the different gifts offered to baby Jesus. Children's communication and language development are well supported by the childminder. She takes the time to listen very closely to what children are saying and develops their critical thinking skills by asking them to describe how things feel and look. Their range of words is continually expanding as the childminder teaches them new words, such as 'glittery' and 'sparkly'. Consequently, the quality of teaching is good.

Children's progress is monitored well by the childminder. She carries out observations and links these to the different areas of learning. Photographs are placed in children's files and show them engaged in a wide variety of activities. Any gaps in children's learning are

identified and targeted through purposeful activities. The childminder understands the importance of completing the progress check for children between the ages of two and three years. She shares this with other professionals and parents so that children are well supported in their learning. As a result, children continue to make good progress.

The childminder supports children's readiness to move on to their future learning very well. This is because she focuses on developing children's personal, social and emotional development and their communication and language skills. For example, she encourages children to be confident and independent in her home. They tend to their own personal needs, such as toileting, hand washing and undressing. Children understand about routines and practices and readily discuss these with the childminder. For example, they know when it is time to collect children from school and discuss this with the childminder. There are plenty of resources for children to access but these are stored in boxes and containers, some of which are not clearly labelled. This means that, on occasions, children do not know where to find some resources. This can hinder their ability to independently access them and extend their play. Consequently, there is scope to further extend children's independence skills by organising the indoor storage of resources more effectively.

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

Children are very happy and content to be in the childminder's company. They are not fazed by visitors and are confident to engage with them in their play. The childminder is always close by to supervise children but knows when to encourage children to develop their independence and self-care skills. She supports children's emotional well-being by offering lots of praise and encouragement. As a result, children are very relaxed and confident around the childminder and other adults. The childminder is a good role model and knows children very well. She understands how to offer support during activities and gives children hugs and affection when they are concerned about anything. Children are polite and use very good manners.

The childminder talks to children about their morning at nursery and they discuss recent events, such as the Christmas nativity. She collects older children from school every day and this means younger children become familiar with the school environment and routines. This helps to prepare them emotionally for their next stage in learning, such as school. Children wear high-visibility jackets as they walk to and from school, to promote their safety. The childminder explains to children about being aware of their surroundings and looking out for cars when crossing roads. This means that children are learning to assess risk and manage their own safety very well.

Children have regular access to outdoor play and enjoy observing natural wildlife in the childminder's garden. This means that they are able to engage in regular physical exercise and fresh air to promote their well-being. The childminder provides children with healthy snacks of fruit and ensures that they have access to fresh drinking water. This means that children are able to manage their own thirst and develop an understanding of healthy foods. The childminder promotes children's good hygiene practices as she encourages them to wash their hands before eating and after toileting. She talks to children about

eating healthily and wearing appropriate clothing in winter. This promotes their understanding of being healthy and looking after their own physical well-being.

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She uses this to ensure that children's safety and welfare are given high priority in her home. All areas of her home are safe and secure and she carries out daily visual checks to ensure this is monitored well. The childminder understands the action to take if she has a concern about children's welfare or if an allegation is made against her or a member of her family. Consequently, children are effectively safeguarded.

The childminder has good systems in place to evaluate and monitor her provision. For example, she completes Ofsted's self-evaluation form and gathers views from parents and children to inform this. She also regularly reflects on the success of activities offered to children. The childminder has recently identified that she would like to use healthier ingredients when cooking with children so that they begin to learn about eating healthy foods. This shows that the childminder is proactive in raising the quality of teaching and committed to improving her practice. The previous recommendation from the childminder's last inspection has been successfully addressed. There are now good systems in place to observe and monitor children's progress across the Early Years Foundation Stage. This means that any gaps in their learning are quickly identified and targeted so children continue to make good progress.

Partnerships with parents, other practitioners and wider professionals are promoted well. The childminder has developed very good relationships with parents and shares information with them on a daily basis. She has established good links with other providers and liaises with them to provide continuity of care for children. The childminder knows how to work with wider professionals to provide children with additional support if necessary. This collaborative approach means that children are well supported in their learning.

The Childcare Register

The requirements for the compulsory 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	223874
Local authority	Shropshire
Inspection number	866118
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	25/11/2010
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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