

Inspection date	18/12/2014
Previous inspection date	30/01/2009

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 good knowledge and understanding of how to effectively safeguard children in her care. Risk assessments are thorough and ensure that her home is secure and safe. This also prevents unauthorised access. Consequently, safeguarding is good.
- The quality of teaching is good because the childminder provides challenging experiences and activities that children are interested in and enjoy. Consequently, children make good progress in their learning.
- The childminder successfully promotes children's self-esteem and confidence through her use of praise and encouragement. As a result, children are happy and relaxed as they play.
- Partnerships with parents and other professionals are promoted well. The childminder uses different approaches to engage parents and share information with them and other carers. As a result, children's progress is well supported.

It is not yet outstanding because

- Although children have some access to resources that help them learn about technology, this is not sufficiently varied to maximise their learning.
- The childminder does not fully maximise opportunities within the daily routines to further develop children's already good early communication 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 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 during play and engaged in their imaginative play.
- 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, her self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents from written comments in thank-you cards.
- The inspector spoke to the childminder at appropriate times. She examined and discussed a range of policies and procedures, including safeguarding, complaints and accident records.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult son in Six Ashes, Shropshire. The childminder is registered to work with an assistant. The whole of the ground floor is used for childminding. Children have access to the childminder's garden. The family has a pet dog and a sheep. There are currently 18 children on roll, 13 of whom are in the early years age range. Children attend for a variety of sessions. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. The childminding provision operates all year round from 7.30am 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 further improve the quality of the early years provision the provider should:

- enhance children's understanding of technology, by making a wider range of resources more readily available
- provide children with more opportunities to extend and further develop their early communication skills throughout daily routines, for example, by singing more songs and engaging in more action rhymes with children.

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 the Early Years Foundation Stage. She uses this very well to provide children with a good balance of adult-led and child-initiated activities. The childminder ensures that there are age-appropriate resources available for children to freely access, so that they can independently explore and enjoy their play. For example, children access a wide range of colouring pencils and crayons to colour in pictures of Christmas images. The childminder sits with them and models how to hold pencils correctly. This promotes children's literacy skills and physical development as they begin to understand how to handle tools effectively. Children enjoy engaging in imaginative role play as they select dolls and teddy bears and cover them up with blankets. Children inform visitors that they need to be quiet as their babies are sleeping. The childminder ensures that she has sufficient resources so that each child is able to fully engage and extend their play. The childminder actively plays alongside the children and uses this as opportunities to develop children's early speaking skills. For example, they begin to talk about Christmas and recall the activities that they carried out the day before. The childminder listens attentively to what the children have to say and responds with

appropriately challenging questions. This develops children's ability to become critical thinkers and to be confident communicators. Children spontaneously sing their favourite nursery rhymes to themselves during their play. The childminder sometimes joins in with this. However, there is scope to extend and maximise opportunities to develop children's language skills throughout their daily routine. For example, by singing and engaging in action songs with the children as children tidy away toys and wash their hands.

The childminder uses both her home and garden to teach children about living things and to develop their knowledge and understanding of the world. For example, she talks to children about a bird in her garden and they talk about what food it will need in the winter. The childminder models new words to the children, such as 'woodpecker' and 'buzzard'. This develops their emerging vocabulary and allows them to retell their friends about what they have seen. The childminder plans regular outings and outdoor activities for the children. She is keen to ensure that children have opportunities to explore their surroundings and to learn about nature. Children develop their knowledge of technology as they play with and explore some technological toys. However, there is scope to further develop the range of resources available to children so that they can enhance their knowledge and curiosity of technology. Younger children observe and watch the behaviour of older children and replicate this. They help tidy away toys together and follow daily routines as they wash their hands before eating. Pre-school children are encouraged to write the letters of their name in preparation for school. Consequently, children are developing the necessary skills and attributes required for their future learning.

The childminder compiles individual files for each child and fills these with regular observations and assessments of children's progress. She accurately identifies children's next steps in learning and plans activities to meet these. Parents supply a wealth of information on entry and the childminder uses this really well to plan activities of interest to the children so that they are interested and keen to learn. Children's initial starting points are established and targeted with developmentally appropriate activities that offer a good level of challenge. As a result, children make good progress. The childminder has a good understanding of how to complete the progress check for children aged between two and three years. She ensures that this is shared with parents and other professionals, such as health visitors. This means that children's progress is closely monitored and shared with parents.

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

Children are very happy and confident in the childminder's company. The childminder creates a lovely relaxed atmosphere where children are able to freely explore their environment. The childminder supervises the children closely and sensitively intervenes at appropriate times to manage children's behaviour. As a result, children are well behaved and begin to understand about sharing and taking turns. The childminder is a good role model and demonstrates to the children how to use good manners and be considerate to each other. She understands their individual needs very well and works closely with parents to ensure these are met. Children's emotional well-being is fostered through lots of support and praise from the childminder. They are confident to be around visitors and readily engage them in their imaginative play. Parents commend the childminder on her

caring nature and appreciate her efforts in providing children with lots of 'love and fun'.

The childminder's home is safe and secure, it provides children with a good range of resources that are age appropriate. Children are able to independently access resources and are learning to manage their own safety as they tidy away toys that are not being used. The garden has a really good variety of toys and equipment to encourage children to develop their physical skills. Children have regular access to outdoor play and this ensures that they are able to engage in a varied range of physical exercise. For example, the childminder takes the children on nature walks and plays a wide range of ball games in the garden. This means that children have lots of opportunities to access fresh air and become physically active to promote their well-being.

The childminder carries out regular fire drills so that children learn what action to take in an emergency. They begin to understand about managing their own safety and assessing risk. For example, children inform visitors that it is dangerous to put pens in your mouth and explain what could happen. The childminder encourages children's independence and self-care skills very well. She closely supervises children as they tend to their toileting needs and praises their efforts. The childminder reminds children of the need to wash their hands before eating and after toileting so that they learn to adopt good hygiene practices.

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. She uses this to provide children with a safe environment that is secure and prevents the unauthorised access of adults. The childminder understands the different types and signs of abuse and knows what action to take to promote children's welfare. She restricts the use of mobile phones and cameras in her home and politely reminds visitors of her policy regarding this. The childminder is aware of the action to take if an allegation is made against her or a member of her family. She attends regular training and ensures that her assistant is aware of any changes so that children's safety and welfare are effectively promoted.

The childminder has good systems in place to evaluate the quality of her provision. She seeks the views of parents so that areas of improvement are highlighted. The childminder regularly reviews her practice and that of her assistant to ensure that the quality of teaching remains good. The childminder attends training to meet the gaps in her knowledge and ensures that this information is cascaded to her assistant. All previous recommendations have been fully addressed. Written permission is now sought from parents regarding children's outings and the systems to observe and plan for children's next steps in learning are precise and accurate. This shows the childminder's commitment to continually improving the quality of teaching in her provision.

Partnerships with parents, other providers and wider professionals are well established. The childminder has developed good relationships with all parents and communicates with them on a daily basis. This means that information is shared to support children in their

learning and development. The childminder liaises with local schools and nurseries so that she is aware of current topics. This enables her to complement children's learning with similar themed activities. She is aware of how to seek additional support from wider professionals to further support individual children in their learning. As a result, children are well supported so they make good progress.

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	223809
Local authority	Shropshire
Inspection number	864305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	30/01/2009
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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