

Inspection date	08/01/2015
Previous inspection date	05/01/2009

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

- Children benefit from good quality teaching and well-planned educational programmes that ensure they make good progress.
- Children are safeguarded because the childminder understands and follows the correct procedures. She knows how to report any child protection concerns and implements effective risk assessments to keep children safe.
- The childminder develops positive relationships with parents and keeps them involved in their children's learning. As a result, they successfully work together to build on children's learning and development in the setting and at home.
- Children are happy and relaxed. The childminder is friendly and reassuring, readily responding to each child's differing interests and characteristics, which she knows well.

It is not yet outstanding because

- Children are provided with fewer opportunities to extend their creative and imaginative play during child-initiated activities.
- Opportunities are sometimes missed to build on and enhance young children's climbing and balancing skills because physical play activities sometimes lack challenge.

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 indoor activities and viewed areas accessed by the children, including the playroom and garden.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the childminder and her partner's suitability.
- The inspector looked at and discussed with the childminder a range of policies, procedures and records, including the childminder's self-evaluation form and the children's learning files.

Inspector
Carole Price

Full report

Information about the setting

The childminder was registered in 1989 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in a house in Albrighton. The whole of the ground floor and the rear garden are used for childminding purposes. The childminder attends local playgroups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of 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 learning opportunities further by providing resources for pretend and imaginative play, such as a role-play area
- promote further younger children's skills in movement, for example, by providing them with more challenging opportunities to practise and build their coordination and control in climbing and balancing.

Inspection judgements

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

The quality of the childminder's teaching is good. She effectively supports children, so they make good progress across all areas of learning. Children are keen to join in as the childminder organises a well-balanced mix of enjoyable child-initiated and adult-led activities. Also, she consistently follows up their current interests. For example, young children enjoy playing with the pretend people and animals in the farm and the house. The childminder skilfully guides their play as she models pressing the doorbell on the house and placing the animals in different places. She uses the activity as an opportunity to model words and phrases to support the children's early communication. However, the childminder has yet to develop children's pretend and imaginative play further by providing appropriate resources, such as a role-play area. The childminder promotes early mathematical skills as she discusses different shapes and colours when children complete inset puzzles. Young children enjoy sharing books as they listen to stories with interest and point to the pictures. Children enjoy a varied educational programme with well-thought-out activities to promote all aspects of their development. Children's physical development is promoted through equipment used both inside and outside. However, the childminder does not always make the most of opportunities for younger children to

enable them to further their physical development by practising skills, such as balancing and climbing.

On the whole, children's learning and development are promoted well. The childminder has an effective understanding of how children learn and develop. She makes good use of her regular observations and assessments to inform her planning. This includes gathering information and completing the progress check for children aged between two and three years. The childminder provides a good range of learning experiences for children, which promote their good progress across all areas of learning. As a result, children readily acquire the skills, attitudes and dispositions, which they need to be ready for school as they gain confidence and independence. She accurately identifies next steps for each child and frequently shares this information with parents. The childminder also welcomes and follows up their ideas for their children's future learning. As a result, there is good support between the setting and home to build on children's learning and development.

Children show that they feel emotionally secure as they enjoy the company of the childminder who supports play and learning well. They regularly visit playgroups and the local park, so they can make friends and share activities within a different environment. The childminder has very good links with the local primary school, which means that children move to their next stage of learning with confidence.

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

Children and their families form positive relationships with the childminder as she is friendly and approachable. They seek her comfort and use her as a familiar base from which to guide their exploration and play. As a result, children are happy and relaxed. Parents' written comments confirm that they feel the childminder provides a safe and happy environment for their children. The childminder fully understands the importance of children and parents feeling safe and secure within the setting. She effectively promotes children's emotional well-being and reassures parents because she adapts her settling-in arrangements to cater for all their needs.

Children are fully supported to independently follow good hygiene routines from an early age. The childminder wipes their hands after nappy changing and before eating. Children's intimate care needs are sensitively managed as they are kept clean and dry. Parents provide packed lunches for children, which are stored appropriately. The childminder provides a wide range of healthy foods for snacks during the day as well as fresh drinking water to ensure they are hydrated. There are clear procedures in place, which are discussed with parents, to meet children's medical and dietary requirements. These are robustly followed to ensure children's good health and well-being at all times. Young children are frequently reminded about safety, such as being discouraged from throwing toys.

Resources available are appropriate to the ages of the children and are carefully matched to their needs. The childminder has a dedicated playroom where children are able to choose what they want to play with and on the whole, they are able to access them independently. Consequently, children's learning is actively promoted and their self-

motivation thoroughly encouraged. Children's behaviour is consistently well managed. They feel valued because the childminder consistently reinforces and praises their efforts and achievements. She effectively supports them in relating well with each other, for instance, sharing and playing cooperatively. The childminder also takes children to various local activities, so they mix and learn with others in different surroundings. As a result, the childminder ensures that children are socially and emotionally well prepared for the move into other settings and schools.

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

The childminder fully understands her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are well thought out. The childminder keeps up to date with safeguarding training and knows how to protect children from harm. She has clear safeguarding procedures and knows the action to take if she has concerns about a child's welfare or if an allegation is made against her. The childminder has a mobile telephone policy, which she strictly adheres to, particularly for visitors to the setting. Risk assessments are consistently implemented and reviewed regularly, therefore, children are cared for in a safe environment. The childminder's record keeping is thorough and well organised. She has all required information and subsequently, promotes children's health and safety well.

The childminder has considered how to improve her setting and has completed the Ofsted self-evaluation form. She seeks verbal feedback from parents and she is in the process of compiling parent questionnaires for additional feedback. She communicates daily with parents to exchange information about their children's achievements and to share ideas for activities. The childminder's priorities for improvement include undertaking further training, in order to further enhance the service, which she offers. The childminder effectively monitors her educational programmes. She ensures that all children are making progress by monitoring and tracking her observations and assessments. This enables her to see how well they are progressing and to promptly identify any areas where there might be delay. The childminder is keen to strengthen these monitoring procedures and she is looking at how these can be developed further. The childminder, therefore, demonstrates a commitment to improving the quality of her teaching and to enhancing children's effective learning. She also keeps up to date by completing regular training, such as food hygiene and safeguarding, to further support children's well-being.

Partnerships with parents are positive and definitely contribute to children's good progress. Feedback from parents is positive as they comment that they are extremely happy with the care their children receive. They also comment upon how the childminder records what their child does in a portfolio, so they are able to view photographs of activities. Partnerships with other professionals, such as local nurseries and schools, fully promote children's continuity of learning. This means that children are well prepared when they are move onto full-time education or another setting.

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	223756
Local authority	Shropshire
Inspection number	866108
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	05/01/2009
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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