

Inspection date	26 January 2015
Previous inspection date	5 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder knows children well and works closely with parents to share information about children's individual care and learning needs. She uses the information gathered to ensure that activities support children to make good progress.
- The childminder has a strong focus on supporting children's personal, social and emotional development so they are prepared for future learning when they attend other settings, such as school.
- Children are supported to learn how to respect others and the childminder uses good strategies to encourage positive behaviour.
- The childminder keeps her training up to date so she maintains a good understanding of child protection issues and what to do if she has a concern.
- The childminder organises the playroom so children have access to a range of resources and make independent choices about their play. The childminder effectively supports children to be confident, which enables them to express their feelings and needs.

It is not yet outstanding because:

- The childminder does not yet robustly review the adult-led activities for the older children to see whether some aspects of learning, such as technology, are consistently supported.

What the setting needs to do to improve further

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

- monitor the educational programme for older children more robustly so that all aspects of the areas of learning, such as technology, are equally supported, so children continue to make good progress over time.

Inspection activities

- The inspector observed activities in the playroom.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at documentation, such as policies and procedures, as well as the childminder's self-evaluation form.

Inspector

Jennifer Getty

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder supports children to make good progress in all areas of their learning. She observes them at play and assesses what they can do. She uses the information she gathers to provide activities that match their stage in development. The childminder asks children questions, models good language skills, promotes thinking skills and provides challenge during activities. The childminder knows children well and focuses her planning on areas where they require further support on a day-by-day basis, incorporating a range of additional learning opportunities in the chosen activities. However, she does not robustly monitor her planning over a longer period of time. She does not always consider, in her evaluation, how often she plans for specific areas of learning, such as technology or using rhymes to support literacy. Therefore, she is not always identifying if there are areas she can cover more regularly, to help them make more rapid progress. Three-year-old children are supported to develop communication skills; they happily chat about their families and what they know. They get excited as they help plan the afternoon activities, asking if they can go to the library. Children of all ages enjoy listening to stories about animals. Babies enjoy moving around the room and exploring their environment. They are able to choose different toys and often like to join in the older children's play. The childminder provides a variety of resources to enhance children's play. They use their imaginations as they play with a large cardboard box, turning it into a slide. This provides endless amusement as they try to climb and slide down it on their own, laughing as they stand up again.

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

Children enjoy their time with the childminder and other children. They smile and play alongside each other well. The childminder models good manners, sharing and good language skills. She helps children learn how to share, take turns and respect others. This enables children to develop social skills in preparation for a move to another setting or school. The childminder values the relationships she builds with parents. She shares and gathers information about children's care needs and progress. A high emphasis is placed by the childminder on promoting consistency between the children's homes and hers, so they feel settled and make good progress.

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

The childminder organises her home and routines so she can supervise children well and to provide a welcoming environment in which children feel settled. She keeps her knowledge and qualifications, such as first aid and child protection, up to date. She assesses the effectiveness of her practice, taking into account the views of parents and children and has attended a range of training over time to support her in providing good quality care and learning for children. The childminder risk assesses her home each day and carefully considers the safety of children on outings.

Setting details

Unique reference number	405319
Local authority	Shropshire
Inspection number	869047
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	5 October 2009
Telephone number	

The childminder was re-registered in 2001. She lives in Bridgnorth and operates on a daily basis.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

