

<b>Inspection date</b>	04/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder and her assistant demonstrate availability, sensitivity and warmth towards children, this promotes a sense of security and belonging.
- Children's learning is satisfactorily promoted as the childminder gives children time, space and sufficient resources to help them learn through play, following their interests and motivation for learning.
- The childminder is a source of support and advice for parents, supporting their parental role; ensuring children's individual needs are sufficiently met.
- The childminder is aware of the procedures she must follow to protect children from abuse.

#### **It is not yet good because**

- The childminder does not provide parents with a written summary of the progress check at age, in time to share with their health visitor at the health and development review at age two so they can gain any extra support their child might need.
- The next steps for some children with special educational needs and/or disabilities are not detailed enough or measured appropriately to ensure a targeted approach.
- Children's listening and understanding skills are sometimes inhibited because of the background noise of the television.
- The daily snack routine does not promote children's independence 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 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 activities in the downstairs play areas and viewed the outdoor learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and training undertaken by the
- childminder and her assistant, the provider's self-evaluation form and improvement plan.
- The inspector also took account of the views of parents and children spoken to on the day.

## Inspector

Linda Yates

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is her assistant, and five children in a five-bedroomed house, with a conservatory, in Telford, Shropshire. The whole of the house except the main bedroom and the rear garden are used for childminding. The family has two pet dogs.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, five of whom are in the early years age range. The childminder operates all year round from 7am to 7pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- liaise with parents to identify the best time to complete the progress check at age two so that parents are provided with a written summary which they can share with the health visitor at the health and development review at age two to help them to gain the support they might need
  
- ensure the procedures for supporting children with special educational needs and/or disabilities have regard for the most recent Code of Practice and outlines clear procedures to enable the childminder to work together with parents and other professionals to ensure a consistent approach to meeting each child's individual needs.

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

- use routine activities consistently to strengthen children's growing independence and desire to do things for themselves, such as helping to prepare the fruit at snack time
  
- improve children's listening and understanding skills, for example by reducing background noise so that there is less distraction around them as they engage in other activities.

## Inspection judgements

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

The childminder's Early Years Care and Education Qualification at Level 3 has given her a suitable understanding of the qualities of an enabling environment. She provides an environment that promotes the seven areas of learning and is tailored to each child's needs and interests. Consequently, children display the characteristics of effective learning, such as playing and exploring and 'having a go' throughout the day. The childminder generally uses appropriate teaching strategies to ensure children make suitable progress within the Early Years Foundation Stage. Children's learning is satisfactorily promoted as they are given time, space and sufficient resources to learn through play. The childminder encourages children to develop new interests and gain new skills, by demonstrating, using commentary, and asking open questions to encourage thinking. Children's interests and motivation for learning are supported. There is a balance of adult-led and child-initiated activities. Children experience 'open-ended' resources and benefit from activities which have no adult-defined learning objective, such as the sand and play dough. Sand offers children the opportunity to explore their sense of touch and discover the texture of sand and manipulate objects as they fill the empty plastic ice cream cones. The childminder promotes creativity and imagination as she pretends to eat the ice cream, saying 'um delicious'. Language development is promoted as she asks open questions to encourage thinking, such as 'What does the sand feel like?' She weaves in mathematics as she demonstrates the language for measuring, such as 'Can you do a long one for me?' and encourages the children to name and recognise the shapes. The childminder sits on the floor securing eye contact showing a high level of interest in what the children are doing. The environment displays literacy and mathematical print, allowing the children and the childminder to make reference to them. For example, there are posters on the wall displaying the alphabet, numbers, shapes and colours. Understanding the world is promoted when children play with the small world train track, investigating force as they try to connect the magnet coupled trains. Children's understanding of technology is developed as children play with programmable toys that play tunes when they press different buttons and use the computer in adult-led activities. All of these activities satisfactorily support children's readiness for school. Parents' remarks show that they value the curriculum provided, as they say, 'My child has come on in leaps and bounds'.

The childminder attends meetings with parents, carers and other professionals to contribute to the assessment of children with special educational needs and/or disabilities. However, the childminder does not identify specific strategies she can use to provide targeted support in the areas where it is most needed to close any gaps in their learning. Also, children's listening skills are not fully supported as they are sometimes distracted because the childminder has the television on for long periods during the day.

Children's prior skills are well established with parents on admission to the setting, when they complete a form recording children's likes and dislikes. This along with verbal discussions with parents helps the childminder identify where children are in their development pathway. The children's assessment folders are very visual with photographs

and observations, which help the childminder form suitable assessment with some next steps in learning identified, to help them move forwards. However, parents are not always provided with a progress check at age two written summary, in time to inform the health visitor at the health and development review at age two. This is to identify the child's strengths and target areas to develop in the prime areas and enable early intervention, if needed. Parents' comments show that they value the daily discussions and the sharing of children's assessment folders as this keeps them informed of their child's progress and the sort of things their child is doing and how they can support their child at home. Parents are also encouraged to support their child's learning at home, as they are encouraged to take toys home that will help them achieve their next steps in learning.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder and the assistant, promoting a sense of emotional security. Children appear confident in their communications with the inspector. The childminder encourages the child and the parent/carer to visit the setting and have a look around ahead of the planned start date. Parents may attend as many sessions as they like with the child, leaving the child initially for short periods of time, gradually increasing the length of time the child stays on their own. Parents are asked to bring along any comfort objects their child may have. The childminder and assistant are good role models who put the children's needs and interests first and are approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries inside. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed boundaries are reinforced positively. There is a separate playroom, which is bright and welcoming, well organised and clean with a child-sized table and chairs. There is a good range of accessible toys and resources to meet the needs of the children. The childminder has some positive images of others that reflect the wider multicultural community and those with diverse physical characteristics, including disabilities and as a result, children learn to respect differences.

The childminder uses commentary as she describes the process as children wash and dry their hands. Snacks and meals provided for the children are nutritious and include vegetables and fruit. The childminder sits with the children at mealtimes and discusses their likes and dislikes, which helps them learn about healthy food and drink. The childminder offers support if necessary and praises children's efforts. However, children are not routinely involved in helping to prepare snacks, which limits children's growing independence and opportunities to work with others. Children learn about keeping themselves safe as they regularly practise the fire drill.

Children participate in daily outdoor energetic play and learn the benefits of physical exercise, when they use the climbing apparatus in the playground on the grassed area in front of the house and visit the indoor adventure play pit. This also gives them good opportunities to take safe risks and experience physical challenge. These outings along

with trips to the local parent and toddler group help them develop confidence, independence and social skills, outside of the childminder's home and therefore helps to emotionally prepare them for the next stage in their life, such as attending school.

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

The childminder has a satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and, as a result, children are kept safe. There is an up to date safeguarding policy and the childminder and assistant are aware of the procedure they must follow if there are any concerns that a child is suffering from abuse. As a result, children are fully protected. The childminder and her assistant have attended paediatric first aid training, which provides them with the knowledge and skills required to effectively administer first aid as well as meet the requirements of registration. The assistant is supported through supervision sessions and training which promotes the interests of children.

The childminder's has an appropriate understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage, as a result, children make reasonable progress in their learning. However, assessments are not always precise enough to ensure all children receive high levels of targeted support to support their progress. The childminder monitors the educational programme as she uses suitable government guidance to bench mark children's achievement. The childminder has started to identify strengths and weaknesses in the setting and has some improvements planned to support children's progress over time. The childminder takes advantage of the local authority training for continued professional development. For example, she has recently attended two Early Years Foundation Stage workshops to improve her knowledge of requirements. This means that children are supported to make steady progress in their learning and development.

Children and families benefit from the friendly relationships that exist between the childminder and parents. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. Regular two-way flow of information is achieved by daily discussions and the sharing of children's assessment folders to involve parents in their children's learning. The childminder has developed links with the local authority workers, occupational therapist and the local schools to help her meet children's care and educational needs.

### **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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

<b>Unique reference number</b>	EY465809
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	933457
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	9
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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Piccadilly Gate  
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