

Inspection date	04/06/2014
Previous inspection date	01/10/2009

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 provides a very safe environment as she takes effective action to ensure the safety of the premises, indoors and outside. She has a very good understanding of safeguarding procedures.
- The childminder provides a wide range of stimulating activities and resources. This, along with the good quality teaching practice, supports children to become motivated learners. As a result, children are making good progress in their learning and development.
- Children are happy and settled in this welcoming setting. They have good attachments to the childminder who is attentive to their needs. As a result, children explore the environment with confidence as their emotional well-being is well supported.
- Effective information sharing with parents helps them to support their children's learning in the setting and to continue this learning at home.
- The childminder has a good understanding of the strengths and weaknesses of her setting and involves parents and children in the setting's self-evaluation process.

It is not yet outstanding because

- There is scope to share more detailed information with other providers that children attend, to enhance continuity of learning between settings.

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 playroom and the outside play area.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the childminder's self-evaluation and improvement plan.
- The inspector viewed areas used for childminding and had discussions with the childminder throughout the inspection.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector conducted a joint observation of an activity with the childminder.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Wolverhampton. A playroom, a bathroom on the first floor and the rear garden are used for childminding. The family has two rabbits as pets. The childminder attends a toddler group. She visits the shops and local park on a regular basis. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except 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:

- share more detailed information on children's next steps with other providers and schools that children attend. Use this shared knowledge to plan together a cohesive approach to move children forward in their learning.

Inspection judgements

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

The childminder demonstrates a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage and uses this knowledge to observe and effectively plan for children's learning needs. She has discussions with parents prior to children joining her to find out about each individual child's interests, what they know, like and can do. Children learn through activities that cover the seven areas of learning, which are carefully planned to support their interests and learning preferences. The childminder shares information with parents about their child's achievements by the use of a learning journey book. The childminder observes the children, takes photographs and makes interesting and informative notes, which she includes in children's development folders. Good priority is given to the prime areas of learning with children under two years of age. The childminder assesses children's progress to help her to identify any gaps in the children's learning. As a result, children make good progress in their learning and development. She completes the required progress checks for children between the ages of two and three years and provides a written summary to parents. This helps to keep parents informed of their children's development.

The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Children freely help themselves to resources, such as pencils, pens, crayons and felt pens, to draw pictures of what they see and to make marks. This supports their small physical skills and promotes their early writing skills. Teaching is good as the childminder is constantly attuned to what the

children are doing. She knows when it is appropriate to intervene to support and extend their learning opportunities. Babies are able to explore and investigate because their toys are stored in suitable containers on the floor. The childminder joins children in their play and fosters their language development through many conversations. She asks the children searching questions, such as 'who could be on the plane?' and 'how can we get to the airport?' This helps to promote children's thinking skills and language development. The childminder effectively develops babies' communication skills because she comments on what they are doing and repeats their babbles. This reinforces that their vocalisations are important and convey meaning, so they increasingly experiment with sounds. Children's confidence and communication skills are promoted as they take an active part in singing action and number rhymes. They have access to many books to ensure that they see words in print and to promote their early literacy skills. Children are encouraged to learn about numbers and shapes as they take part in a construction activity. The childminder joins in their play as they explore and investigate electronic toys, pushing buttons and turning wheels. The childminder is aware of children's individual interests and ensures that resources to match these are accessible. This means that the children are motivated learners, keen to be engaged in the activities.

Children have good opportunities to promote their physical skills. For example, outdoors, the children use their whole bodies as they twist and turn on the trampoline. Children are encouraged to learn to share toys and play together in preparation for the later move onto nursery and school. As a result, children make good progress in their personal and social development skills. Children demonstrate that they are confident and are developing the skills and attributes they need to be ready for school. For example, they demonstrate listening skills and learning to follow instructions as they help to prepare the table for snack time.

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

Settling-in sessions, individual to the needs of each child, help to make the move from home to the childminder's care easier. The childminder obtains useful information from parents about the children. For example, initial details about care routines and likes and dislikes are shared through completion of several documents. This means that children's needs are well met from the outset. This helps children to settle quickly and happily into the childminder's setting. As a result, they are confident to seek emotional support from her when they need this. The childminder has a calm, caring and patient manner and she gives the children individual attention, which helps to ensure that each child feels valued. Children move freely around the childminder's setting and enjoy playing with the many resources available. This promotes their confidence and independence. The childminder displays the children's work on the wall to promote their self-esteem and to inform them that their work is valued. The childminder is a good role model, treating the children with kindness, politeness and respect. The childminder ensures that the children are aware of her expectations regarding their behaviour in her setting. For example, she has basic house rules, such as being polite, sitting down to eat and not jumping on the furniture. This supports children to respect one another and understand appropriate boundaries. Consequently, children behave well and develop good social skills. This, along with the childminder helping to develop their literacy and numeracy skills, prepares the children for

their move onto school when the time comes.

Healthy lifestyles are promoted as the childminder encourages the children to eat a healthy diet and try different foods. The childminder provides snacks that are freshly prepared and include a variety of fruits and vegetables. Children develop their independence skills, for example, by being encouraged to put on their own coats and shoes. They develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Children are supported well to manage their own toileting needs and the childminder reminds them to wash their hands at appropriate times. Consequently, they are developing a secure understanding of the importance of healthy lifestyles.

The childminder is vigilant about children's safety. She supervises them well at all times and supports children to learn to manage risk and keeps themselves safe. For example, children are encouraged to help the childminder look for hazards when they visit new places. The childminder enables children to learn to take safe risks under her close supervision, such as when using larger equipment at the local park. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have and there are thorough records maintained for accidents and any medication administered.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living and working in the setting have undergone relevant suitability checks, which ensures that children are cared for by suitable people. The childminder has a sound awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and she fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. A written safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder has carefully considered the safe use of mobile telephones and cameras and this is included in her policy. The childminder ensures that her setting is safe and secure to protect children from harm. She undertakes comprehensive risk assessments for her setting and all outings and reviews these regularly to ensure that they meet the current needs of the children attending. This helps to ensure that children are well protected from harm.

The childminder uses her thorough knowledge of the learning and development requirements, as well as observations of children's learning, to assess their abilities and monitor their progress. This information, alongside their current interests, is used to plan for each individual child's needs. This, together with the childminder's good quality teaching, means that all children are making good progress towards the next stage of their learning. Children benefit from a broad range of planned experiences based on their

individual needs, which support them to make progress in all areas of their learning. This reflects the childminder's desire to achieve the best possible learning outcomes for the children. The childminder has a clear commitment to improving the service she provides and has completed a focused improvement plan, which clearly identifies areas of improvements made and those requiring further development. She accesses training and support from other agencies to further develop her skills and knowledge. The childminder, since her last inspection, has successfully completed a relevant childcare qualification at level 3. The childminder encourages parents to express their views on the care of their children and welcomes their feedback to use for her continual development. Comments from parents include 'my child is chatty about the day and full of smiles' and 'a caring and stimulating place to be'. The childminder is professional and organised, striving to do whatever she can to become an outstanding practitioner. The childminder has identified that she would like to give the children more experiences outside of the setting. As a result, she has reorganised her schedule to support her in developing the children's understanding about the wider community in which they live.

Effective partnerships with parents are established from the onset of placements. Ongoing information sharing ensures that the childminder is well informed to meet the changing needs of the children. However, there is scope to share more detailed information on children's next steps with other providers and schools that they attend. This shared knowledge can be used to plan together a cohesive approach to moving children forward in their learning. The childminder has established good links with external agencies.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	251892
Local authority	Wolverhampton
Inspection number	866596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	01/10/2009
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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