

Inspection date	12/11/2014
Previous inspection date	26/11/2009

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 quality of teaching is good. The childminder has high expectations for children's learning and she is effective in enthusing, engaging and motivating children to make good progress in their development.
- The childminder develops very good partnerships with parents. She ensures that parents are kept well informed of children's progress, and provides a constant two-way flow of information that supports children's well-being and development.
- The childminder effectively promotes the health and safety and the emotional well-being of children. As a result, they thrive in her care.
- The childminder demonstrates a strong drive for continually improving the quality of her practice and the service provided for children.

It is not yet outstanding because

- Children's choice to learn and play outdoors is not fully supported during the autumn and winter months. This means the enjoyment and progress of children who learn better in an outdoor environment is not always maximised.

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 childminder's lounge, kitchen and playroom.
- The inspector spoke with the childminder about the daily care routines and children's individual learning.
- The inspector interacted with the children present.
- The inspector took into account the written views of parents.
- The inspector checked a sample of documentation and evidence of suitability, qualifications and self-evaluation.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Wolverhampton. The whole ground floor of the house and the rear garden are used for childminding. The family has pet rabbits. The childminder attends a toddler group and activities in the local community, and visits the local park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, of whom five are in the early years age group. Children 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. She is a member of the Professional Association for Childcare and Early Years. The childminder holds a level 3 qualification.

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 by supporting their choice to play outdoors throughout the year.

Inspection judgements

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

Children make good progress in their learning and development because the childminder gets to know them well and has high expectations for their learning. When children first attend her setting, she works effectively with parents, and other settings that children attend, to identify each child's stage of development. She undertakes ongoing regular observations which inform her planning and interactions, and she includes parents in this process. This helps to support children's learning at home. The childminder keeps detailed records in place so that she can closely monitor children's development and progress towards the early learning goals. This helps her to complete accurate progress checks for children aged between two and three years in a timely manner, so that this assessment can be shared with parents and health visitors. Her records also help her to identify any gaps in children's learning. All children attending the setting have developed skills and abilities at or above those typical for their age, based on what they could do when they first started at the setting.

From the onset, the childminder uses her secure knowledge of children's individual needs and interests to provide interesting activities and outings that develop and extend their skills and knowledge. She encourages children to develop their learning in the prime areas so that they acquire the necessary skills and attitudes to prepare them for their future learning, such as going to school. For example, the childminder takes children to local soft play venues to extend their physical skills. Here, children have the opportunity to tackle a

wider range of levels and surfaces, and they experiment and practise moving their bodies using an extensive range of large play equipment in a safe environment. They also develop their social skills as they come into contact with other children and join in the fun of discovery together as they explore their surroundings. When younger children are learning to walk, the childminder makes sure they have lots of opportunities to practise and develop their physical skills. Her home provides children with a richly resourced and spacious environment. Children show good levels of confidence and curiosity as they explore and investigate the childminder's home. For example, younger children use the transparent low-level storage boxes to pull themselves up to stand. They show great pleasure as they stand unsupported to hold and explore the toys that they have selected from the boxes. Children's interest in technology is captured by the good range of resources made available to them. For example, children learn to turn knobs and press buttons to turn lights on as they play imaginatively with interactive small world resources.

The childminder is effective in supporting children's communication and language skills because she is a good communicator who constantly talks to them about what they are doing and seeing. She is skilful in using questions to encourage children to become critical thinkers and she adapts the tone and range of her vocabulary to suit the different ages and stages of development of individual children. She makes and maintains eye contact with children as she sounds out new words and encourages them to repeat them. The children are developing their listening and communication skills as they make their needs known and respond to questions. Children learn a wide variety of action rhymes and songs and they spend lots of time looking at books and listening to simple stories, which support their early literacy skills. Children's interest in number, colour, shape and measure is effectively supported as they play and through structured activities, such as monitoring the growth and change of sunflowers. During fine weather, children's choice to play outdoors is fully supported. The childminder organises her garden to support all areas of learning and children are given lots of opportunities to play outdoors. This enhances the opportunities for children to build on their interests, enthusiasms, skills and knowledge in all areas of learning. However, this enhanced outdoor provision is not offered throughout the year. This means that the enjoyment and progress of children who learn better in an outdoor environment is not always maximised.

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

The childminder successfully supports children's emotional well-being. Children are happy and settled in her care. They are confident to interact with visitors and are not fazed by their presence. This shows that they feel safe and content as they are emotionally secure around new people. The childminder uses books to talk with children about their move to school. This helps children to be emotionally prepared for their next stage in learning and development. The childminder's home is well organised so that children can move freely and safely between the downstairs rooms. They have good access to a wide range of good quality toys and resources indoors, which supports their independence and ability to make decisions for themselves.

The childminder is effective in supporting children to manage their feelings and behaviour. Children are meaningfully occupied with activities and resources that they find interesting

and challenging, which helps to reduce any unwanted behaviour. Children are learning to listen well, and understand the rules about playing cooperatively and sharing resources. The childminder makes sure the environment is kept safe and she supports children to become aware of being safe so that they can take risks and explore. As a result, children's confidence and enthusiasm are continually growing. Children enjoy lots of positive praise and encouragement from the childminder, which helps to develop their self-esteem and confidence.

Children are supported well to develop their awareness of healthy lifestyle. Daily routines help children to develop their self-care skills and an understanding of good hygiene practices. Children learn to enjoy healthy and nutritious meals and snacks, which include lots of fruit and vegetables. They quickly become independent in feeding themselves and recognising when they need a drink. They enjoy fresh air on a daily basis and have lots of opportunities to be active. This supports a healthy lifestyle.

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

The childminder has a strong understanding of the requirements of the Early Years Foundation Stage. She provides a stimulating, secure and inclusive environment that caters for the needs of all children. She has recently been awarded a five star rating from the local environmental health department. This reflects the highly effective arrangements in place to support children's good health and minimise cross-infection. All areas of the premises are made safe and the childminder is diligent in ensuring children are safe on all outings. As a result, children's safety is fully promoted at all times. The childminder has attended safeguarding training and has developed a clear understanding of her roles and responsibilities with regard to child protection issues. She understands the possible signs of abuse and she knows what to do if she has a concern about a child in her care. She takes appropriate steps to ensure all individuals who have access to children are suitable. There are security arrangements in place to prevent unknown persons from entering the house. The childminder holds a paediatric first-aid certificate so that in the event of an injury, children receive appropriate care.

Very good partnerships are established with parents. They are encouraged to provide ongoing information about their children's achievements and any support or care they require. Parents receive information at the end of the day with regard to their child's daily routine, activities and learning. This ensures continuity in children's care and learning, and helps to ensure each child's needs are identified and well met. Parents made their views known via letters to the inspector and all expressed high levels of satisfaction with the care, attention and teaching their children receive from the childminder. Links with other early years provisions are established and support cohesion in children's learning and care.

The childminder undertakes self-evaluation, which takes into account the views of parents and children. She uses early years information very well to guide and inform her teaching practice. She plans purposeful activities across the seven areas of learning, which children thoroughly enjoy. She closely monitors each child's progress and sets good levels of challenge to help them to reach their next steps in learning. As a result, children make

good progress towards the early learning goals. The childminder has successfully addressed the action and recommendation from the previous inspection. As a result, she takes all necessary steps to obtain and keep confidential all the required information from parents. The childminder attends regular training events and welcomes the support she receives from other childcare experts to enhance her existing professional knowledge. Consequently, she continues to build on her skills and to develop her practice further.

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. 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	EY339249
Local authority	Wolverhampton
Inspection number	873348
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	26/11/2009
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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