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|--------------------------|-----------------|
| <b>Inspection date</b>   | 4 February 2015 |
| Previous inspection date | 10 March 2011   |

|                                                                                        |                         |              |          |
|----------------------------------------------------------------------------------------|-------------------------|--------------|----------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|                                                                                        | Previous inspection:    | Satisfactory | 3        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |              |          |

## Summary of key findings for parents

### This provision is good

- The childminder makes sure that all parents and their children are fully included in the self-evaluation procedures. This makes sure that targets to drive forward improvement are successfully identified.
- The childminder provides good settling-in procedures so that children's emotional attachments are fostered from the start. Children behave well because they are praised for all their efforts. This helps them to build confidence and thereby successfully enhances their strong levels of resilience.
- Teaching is good because the childminder has a strong awareness of how to foster children's learning and development. As a result, children progress well towards the early learning goals.
- Children are safeguarded because the childminder has a robust knowledge and understanding of the safeguarding procedures in place to protect all children in her care. The childminder checks all indoor and outdoor areas to make sure areas are safe before the children arrive.

### It is not yet outstanding because:

- The childminder does not always extend older children's critical thinking skills, for example, through regular use of questions that do not require any one answer.
- The childminder does not always ensure background noise is reduced so that children are fully able to develop their listening and understanding skills.

## What the setting needs to do to improve further

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

- increase the use of questions to encourage older children's critical thinking skills, so that their already good skills in communication and language are further enhanced
- keep background noise to a minimum, for example, only use music and television briefly for a particular purpose, so that children's already good language and communication skills are fully fostered during exploration and investigation activities.

## Inspection activities

- The inspector looked at a range of documents including evidence of the suitability and qualifications and the provider's self-evaluation and improvement plans.
- The inspector observed routines and activities in the indoor and outdoor play areas.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector took into account the views of children and parents spoken to on the day.

### Inspector

Mary Henderson

## Inspection findings

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

The childminder observes and assesses children's learning and development, and identifies clear next steps in their learning. The childminder effectively motivates children to learn through positive interaction. Additionally, she provides a broad range of resources and activities that supports their interests and abilities. For example, children investigate and explore as they make their own play dough. They count each cup of flour and water that they add to the bowl. These types of activities encourage children's language development, understanding of the world and exploration of mathematical concepts. Additionally, this supports children readiness for the next stage of their learning and school. The childminder supports children's learning through encouragement and demonstration. However, at times, the childminder's use of questioning that enables children to give a range of responses, is less frequent. This does not enhance older children's critical thinking skills. Additionally, children's listening skills are not supported to the highest level because the childminder has the television or music on during activities, which is a distraction.

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

The childminder takes children to a variety of toddler groups so that they are able to make friends, develop their confidence and learn to share and take turns. Children learn about a healthy lifestyle because they are provided with fruit at snack times and enjoy daily access to the outdoors. The childminder encourages children to take risks in their play when they visit the local parks. The childminder discusses road safety with the children so that they learn about their own personal safety.

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

The childminder uses knowledge gained through her early years qualification to, support children's good progress over time. She has a secure understanding about her legal responsibilities. The childminder regularly attends a range of training courses to make sure the outcomes for children continually improve. She makes sure that the educational programmes cover all aspects of the seven areas of learning. The childminder discusses with parents the best time to undertake their child's progress check between the ages of two and three, so that this is done in time for their child's health visitor check. Strong partnerships with parents and other providers ensures children's needs are identified and met.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY357836      |
| <b>Local authority</b>             | Wolverhampton |
| <b>Inspection number</b>           | 820950        |
| <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>      | 6             |
| <b>Number of children on roll</b>  | 4             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 10 March 2011 |
| <b>Telephone number</b>            |               |

The childminder registered in 2007. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

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