

Inspection date	23/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 offers sensitive support to each child, forging strong and caring relationships that nurture the children and as a result they feel emotionally safe and secure.
- Children develop independence and confidence through the well-planned activities and the thoughtful presentation and availability of resources in the home.
- The childminder understands how children learn. She supports all children to make good progress through child-initiated and structured activities that excite and motivate them.
- The childminder gently extends children's vocabulary and develops their thinking skills through effective questioning.

It is not yet outstanding because

- The process of self-evaluation continues to expand, although the childminder is not yet fully confident in reflecting on her practice to prioritise areas for further development.
- The childminder has not considered the use of a range of strategies to support non-verbal communication for children with emerging language skills or children who may use English as an additional language.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 practice and interaction between the childminder and children.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views and comments from some parents and undertook an inspection of the areas of the premises used for childminding.
- The inspector examined a range of documentation, including records to assess suitability and qualifications, policies and procedures and children's developmental records.

Inspector

Patricia Webb

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Wolverhampton and uses a specific playroom on the first floor of her home for

childminding. Additional occasional use is made of the ground floor lounge and cloakroom. There is a fully enclosed rear garden for outdoor play. The family has a small pet dog.

The childminder visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. She attends a childminder group.

There are currently four children on roll, three of whom are in the early years age group. The childminder is a member of the National Childminding Association and receives support from the local authority.

What the setting needs to do to improve further

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

- build on the process of self-evaluation to reflect on the impact of the practice on children's learning and development and identify areas for further development, ensuring that the provision continues to improve
- improve inclusive practice further by supporting children in using a variety of communication strategies, including signing and pictorial prompts, where appropriate.

Inspection judgements

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

Children are highly valued and respected by the enthusiastic and committed childminder. They develop a strong sense of belonging as they hang their coats on named pegs, place their treasured items from home in their individual drawers and settle in the consistent and familiar routines. The childminder is skilled in taking her cues from the children when they arrive, adapting planning and activities to match moods and temperaments. The childminder has a secure knowledge of how to promote the learning and development of young children. For example, she asks questions that reinforce their learning and gives them time to respond. When a child points out the paper chain decorations made to decorate the room for Christmas, the childminder asks him to recount how they were made. The child then sets off to fetch the basket of paper pieces and the glue and proceeds to demonstrate exactly how they were made. The childminder uses this opportunity to observe the child and note how learning is being consolidated by repetition. As the child makes choices about the colour sequence and the circle shapes created, he delights in his success. This is beautifully acknowledged by the childminder who tells the

child how proud she is that he is able to make the paper chains on his own and how well he is concentrating. Such practice is instrumental in fostering children's self-esteem and confidence.

The arrival of a new resource through the letter box is used by the childminder to show excitement and inquisitiveness. The child opens the pack of letters and sounds cards and immediately starts to find the three pieces of each item that make up the picture. Practice is highly effective in encouraging children to develop critical thinking and reasoning skills. The childminder asks the child what part of the picture is missing and uses 'clues' to describe what he might look for to get the task right. When this is achieved, laughter ensues as the child and the childminder share 'high fives'. The child makes effective links in his learning, for instance, when identifying the colours of the back of the cards, the child describes the colour blue as 'sky' and turns to check if the sky is the same colour. When using a magic slate to draw a 'monster' the child erases the picture and declares that the monster has 'disappeared'. The childminder repeats the phrase correctly so that the child does not feel corrected, but language development is still supported. Children learn about the wider world as they visit local venues and amenities, try cooking various foods and access a wide variety of resources that promote a positive view of diversity and disability.

The childminder knows each of the children well, using information supplied by parents, to gain an understanding of their individual characters and interests. Some children benefit greatly from the childminder's conscious decision to offer one-to-one sessions in order to develop their confidence and concentration. Consequently young children flourish as they respond to her kind but targeted support and engagement in their play. When a child finds some occasions a little daunting, the childminder gently reassures and supports them to settle and feel secure. Learning journals are in place for all children and their progress is shared regularly with parents who write their comments on the weekly summary sheets that the childminder completes. The childminder refers to 'Development Matters in the Early Years Foundation Stage' as her guide to assessing children's levels of attainment. She is becoming skilled in matching children's progress, accurately adjusting the expectations for different areas of learning for each child. For example, a child reaching expected levels of physical development may require additional support with some aspects of communication and language. However, she has not fully considered the use of non-verbal strategies for communication, to further support children with developing or delayed language or children from families where English may be an additional language.

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

The childminder takes time to discuss care routines with parents before children start, so that continuity is promoted. She supports them well as they make transitions, for example, into her care or to other settings. Children enjoy being in the company of the childminder and share a warm rapport with her. As a result, they are happy and settled in her care. The childminder supports children in becoming independent and tending to their self-care. She sensitively supervises routines, such as toileting and encourages them to put on their own coats and shoes where age appropriate. Children become aware of following healthy lifestyles through well-practised routines, such as hand washing, and they enjoy nutritious

snacks and drinks through the day. Most of the current children bring their own packed lunches and the childminder discusses healthy options with parents and informs them about what their children have eaten. She reinforces eating items, such as sandwiches, before having occasional treats supplied by parents so that children develop an understanding about healthy eating.

Children gain a sense of keeping themselves safe as they know the routine for going up and down the stairs with care. A child responds appropriately to the familiar instruction to stand back from the stair gate while the childminder opens it and then uses the banisters to guide descent. Diligent attention is given by the childminder to assessing risks, both on and off the premises, whilst ensuring that children's exploratory drive is not curtailed. Regular trips to a local park and some local groups are planned by the childminder to promote children's confidence and physical skills through accessing some larger play equipment. Children also enjoy the freedom of running freely in open spaces and fresh air, which contributes towards their good health.

Children's behaviour is managed every effectively by the childminder. She takes time to explain the boundaries to children which helps them to feel confident and secure. Their efforts and achievements are acknowledged frequently through the day as the childminder explains how proud of them she is, particularly in their good use of manners.

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

The childminder has made a very strong start to her practice. She has embraced the revised Early Years Foundation Stage, using a range of methods for developing her skills in planning, observation and assessment of children's progress. She is dedicated to supporting children in gaining the necessary skills, aptitudes and knowledge as they grow and experience the various challenges and 'big steps' in their young lives. She is developing the partnerships with some settings that children also attend to promote continuity in their care and learning and takes care to pass on relevant information from these settings to the parents. She is very aware of fostering effective partnerships with other professionals should a child require additional support in any aspect of their development and learning. Parents contribute to children's developmental records, expressing their deep satisfaction with very positive comments, such as: 'My child's confidence has definitely improved since starting with the childminder'; 'really happy with level of care that the childminder shows towards my child'; 'my child is forever telling me what he does at the childminder's house, something he has not previously volunteered'.

Children are safeguarded as the childminder has a very good knowledge of the signs and symptoms of abuse and fully understands her role in protecting the children in her care. She has attended child protection training to further reassure parents of her commitment to this aspect of her work. She is very organised and ensures that all of the required records and information are confidentially maintained for the safe and efficient management of the service. Equality of opportunity is inherent in her approach to ensuring that each child in her care is welcomed and supported effectively to achieve.

The childminder is developing her confidence and skills in evaluating the impact her practice has on supporting children's early development and learning experiences. She is aware of the key strengths to her practice, although she is a little hesitant in reflecting fully on aspects that can be improved or developed further. She is now linking with other experienced childminder's in developing this aspect and is most appreciative of the support from the local authority early years team in honing these skills.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY444215
Local authority	Wolverhampton
Inspection number	799764
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	Not applicable
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 that are usually their 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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