

Inspection date

24/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children thoroughly enjoy a rich, varied and imaginative environment and are supported very well by the childminder, who has expert knowledge of the areas of learning and a clear understanding of how children learn.
- The childminder undertakes an extensive range of observations which support precise and sharply focused decisions about children's progress. These contribute to records of learning which are comprehensive, of excellent quality and include all those who are involved with children's learning.
- Children are happy, comfortable and relaxed in this homely, child-orientated environment. They are supported very well by a calm and caring childminder, who recognises the uniqueness of children and supports their individual needs superbly.
- Monitoring of the educational programme is very successfully threaded through daily reflection on activities, regular consultation with parents and comprehensive assessments of children's progress. This all helps to provide rich, varied and imaginative experiences for children.
- Parent partnership is extremely strong because the childminder proactively facilitates a wide range of methods in order to involve them fully in their children's care and learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engaged in a variety of activities in the kitchen and the lounge.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, which included policies, procedures, risk assessments and records of children's learning.
- The inspector took account of information contained in the self-evaluation document.

Inspector

Juliette Jennings

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and their child aged two years in a house in Wolverhampton and uses the whole of the property and the garden for childminding.

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

There are currently two children on roll, one of whom is in the early years age group and attends full-time and one is a child of school age who attends after school. The childminder provides care all year round from 8am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- continue to consolidate the very effective evaluation and monitoring of practice to ensure the first rate practice already achieved is sustained and constantly improved upon.

Inspection judgements

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

Children thoroughly enjoy and are actively involved in rich, varied and imaginative experiences, supported by the childminder. She has expert knowledge of the areas of learning and a clear understanding of how children learn. Younger children are particularly well supported in their early development. There is a sharp focus on communication and language; personal, social and emotional and physical development. Children are excited and eager to learn and show the characteristics of effective learning in their play. This is good preparation for future learning and as children grow older, a readiness for school life. They receive excellent support from the childminder as they explore the activities on offer. For example, children play with the sand and make cakes using the utensils provided. The childminder uses very effective strategies to support their thinking and communication skills. She comments on what children are doing and asks simple questions, such as 'how many scoops do we need?'. As the children reply 'three' she confirms their ideas, saying 'three, and nearly four'. This also shows that the childminder makes effective use of spontaneous opportunities to support other skills, such as simple mathematical concepts. She encourages children's creative thinking as she questions, 'can you feel the sand?, is it cold?, what does it look like?'. In addition, the children enjoy quiet story times, listening to favourite books whilst cuddled up to the childminder, or singing simple nursery rhymes and action songs which help to develop children's speech and language.

Children show sustained interest in a simple, yet very effective activity. The childminder

provides a small tray, lined with foil and filled with a variety of frozen ice shapes. Some have small world toys and sequins frozen inside. Children continue throughout the session to observe what is happening to the ice as it melts, and touch it to discover what it feels like. The childminder has provided this lovely, open-ended activity as an extension to children's current fascination with the snow and ice outside. She shows her understanding of how children learn as younger children are very much playing and exploring. There are some elements of active learning being observed in their play. The childminder ensures that this information, combined with information from ongoing observations and assessment, informs planning on a weekly basis. This effectiveness in providing an excellent learning environment is further supported because she has noted children's fascinations in emptying and filling containers. This interest has been built upon because the childminder has integrated this into daily activities. For example, she has provided sand in a small tray with a range of containers and has used the inclement weather as a spontaneous activity to fill and empty containers with snow.

An extensive range of observations are undertaken throughout the day in order to support the childminder's decisions about the progress of individual children. She uses snapshot observations, longer observations and photographs very effectively in order to build up a clear and precise picture of children's development across the areas of learning. These all contribute to records of learning which are comprehensive and of excellent quality. Assessment of children's progress is precise and sharply focused, and includes all those who are involved with children's learning. For example, parents are offered regular opportunities to read and reflect on observations and assessments, and they are fully enabled to make contributions and comments to give a broader, holistic view. The childminder is skilled at making decisions about children's development using the guidance document 'Development Matters' and briefly highlights next steps to support children's continued excellent progress. This is evident in the detailed and comprehensive 'two-year-old progress check' that has been completed recently with parents. She ensures that next steps are supported in simple, yet very effective weekly planning which ensures an excellent range of child-initiated and adult-directed activities.

The childminder implements highly successful plans in order to engage all parents in children's learning both in the setting and at home. They contribute to initial assessments of children's development as they start so that the childminder has a clear picture of children's starting points. Thereafter, parents are consulted frequently to ascertain their views and thoughts about ongoing development, interests and fascinations. In addition, the childminder offers advice and support so that parents can try activities at home which are specifically aimed at encouraging progress. The childminder also uses displays of photographs, to very effectively give parents information about the lovely learning opportunities children have been experiencing. These have comments linked to 'Development Matters'. The most recent example of this is the lovely display of photographs showing children exploring and investigating the snow.

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

Children are happy, comfortable and relaxed in this homely, child-orientated environment. They are supported very well by the childminder, who recognises the uniqueness of

children and supports their individual needs superbly. She is highly skilled in supporting young children to form strong attachments. This provides children with a secure base from which to explore and investigate. It also ensures they are well prepared for the next stages in their learning. Recognition of respecting culture and the diverse world is threaded through practice and ensures that children develop a well-rounded view of their world. Children develop their independence and are confident to explore because the childminder makes sure that their personal, social and emotional development is secure. For example, well thought out settling-in opportunities fully enable parents and children to become familiar with the environment on a gradual basis. They access the service at their own pace. In addition, the childminder builds time into the routine to ensure care needs are fully met. Children have plenty of time to explore the highly stimulating resources and activities on offer to them.

The childminder relays information to parents about their children very effectively using a wide range of methods. These include comprehensive daily diaries, regular written overviews of children's development and thorough daily discussions. She is proactive in ensuring that she makes contact with other providers and the local school to help ensure effective transitions for children. She is mindful of supporting parents in helping with children's progress as she offers ideas and gives advice on appropriate activities to aid ongoing development. Parents comment that this has helped them to encourage their children in their learning and development.

Health and physical well-being is supported very well and younger children have very good opportunities for outside physical play and plenty of fresh air and exercise. They enjoy exploring age-appropriate climbing equipment at the local park. They also have daily, free-flow access to garden play because there is direct access from the kitchen. The childminder is good at ensuring that young children begin to think about their own hygiene. She supports them to wash their hands after using the toilet, using soap and drying hands with individual towels. She asks questions to encourage their understanding at this time, for example, 'can you remember which towel is yours?' and comments that washing hands helps keep germs away. Children enjoy a wide range of healthy meals and snacks. The details are included on a well thought out menu which is displayed for parents to see. She closely monitors what children eat to ensure they are benefiting nutritionally and works closely with parents to ensure that children's individual dietary needs are met. Children enjoy tomato soup with toast for lunch and have access to drinks in their own cups throughout the day.

The childminder is very effective in ensuring that children are fully enabled to begin to think about managing their own behaviour and feelings. The childminder models good practice, such as ensuring she is at child-height as she talks quietly to children. She encourages turn-taking in child-led activities and kindness to each other. This all helps to establish positive behaviour at an early age and supports children to begin to share and develop empathy for one another. House rules are clear and relayed to parents by way of a comprehensive written policy. These simple, age-appropriate rules are implemented sensitively and in a child-friendly manner, whilst reinforcing safe practices. For example, children are reminded not to climb and bounce on the sofa, instead they are encouraged to sit down on it correctly and engage in a quiet activity, such as looking at a picture book.

Safety is further reinforced as children take part in regular fire evacuation procedures. These help to develop their understanding of keeping themselves safe.

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

The childminder monitors her provision extremely effectively in order to achieve consistently high standards across all aspects. She shows a very strong commitment to continuing ongoing reflection to further enhance her already excellent practice. Monitoring of the educational programme is very successfully threaded through daily reflection on activities. Regular consultation with parents and comprehensive assessments of children's progress helps to provide rich, varied and imaginative experiences for children. The childminder has an in-depth and expert knowledge of how children learn and successfully transfers this knowledge to her everyday practice. Sharply focused observation and assessment ensures that exciting, age-appropriate and fascinating activities are provided for children, who are supported very well in their child-initiated play.

Self-evaluation is highly successful. The childminder shows a strong drive to improve her provision for children and reflects on what she does informally on a daily basis, seeking the views of parents as she talks with them. More formal recording of ongoing evaluation and reflection focuses on the strengths of the setting and her vision for continuous improvement. She has a very strong understanding of her responsibility to meet the safeguarding and welfare requirements. Robust documentation and access to advice and support from other professionals ensures that this understanding is maintained. In addition, the childminder has accessed a range of training courses to ensure that she is fully aware of what to do if she has a concern in relation to safeguarding children.

The childminder shows a sincere commitment to ongoing professional development, building on her already very good knowledge of how children learn. She holds qualifications in childcare and is proactive in accessing a wide range of professional development opportunities. This ensures she continues to impact on and improve on her already high-quality practice. For example, training courses are accessed in the evenings and at the weekend; advice is sought from the local authority and internet research helps her to implement new ideas enthusiastically. This is evident in an activity that the childminder planned to make 'snow play dough' with the children. She researched this activity on the internet, reflected on children's current interests and fascinations and was able to take this forward into interesting and exciting opportunities for children.

Parent partnership is extremely strong because the childminder is proactive in ensuring she involves them fully in their children's care and learning. She uses a wide range of methods to let parents know about their children's daily care, their interests as they play and how they are making progress across the areas of learning. Parents are involved in their children's learning. They are able to read daily diaries, make written comments about what children like to do at home and make their views known in questionnaires. The childminder is very good at consulting with parents and offers support and ideas about how to extend children's development at home. She works closely with parents to seek

additional guidance to support learning needs and maintains links with local groups, schools and the children's centre to ensure consistency of care and learning.

The Childcare Register

The requirements for the compulsory 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	EY449098
Local authority	Wolverhampton
Inspection number	810367
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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