

<b>Inspection date</b>	25/10/2013
Previous inspection date	04/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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's commitment to continuous improvement of the resources, environment and her professional skills is the key strength. Hence, priorities for development are identified and acted on to promote a good quality of education.
- The childminder has good teaching skills and understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities, in order to support children's learning.
- The childminder provides activities which motivate children by ensuring tasks are as open-ended as possible, allowing children to make choices and express their own ideas.
- Children's personal, social and emotional development is well supported. Hence, they are content and comfortable, displaying a strong sense of belonging and forming positive relationships with peers and the childminder.

#### **It is not yet outstanding because**

- Partnerships with all other providers delivering the Early Years Foundation Stage have not been fully established, in order to promote children's very good progression and continuity of learning even further.

## 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.
- The inspector held discussions with the childminder about all aspects of her provision at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jasvinder Kaur

## Full Report

### Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her six-year-old child, her husband and her mother. The mother is an approved assistant to help with basic tasks as well as preparing the children's food. The family lives in a house in Wednesfield, Wolverhampton. The whole of the ground floor and the rear garden are used for childminding. A bedroom on the first floor is used for overnight care.

The childminder attends a toddler group and activities at local children's groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder holds an appropriate qualification at level 3 in early years and supports children with English as an additional language.

There are currently four children on roll in the early years age group, who 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:

- enhance relationships with all other providers to ensure children's very good development and continuity of learning are progressed towards excellence.

## Inspection judgements

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

The childminder has a secure understanding of implementing the Early Years Foundation Stage. She has high expectations of children based initially on accurate assessments of their skills on entry to the setting. Regular observation of children's play helps the childminder to plan activities, which meet their next steps in learning, sustain the progress they make and quickly close any identified gaps. Children are provided with good play opportunities, which helps them progress across all seven areas of learning and development. Their individual interests, preferences and ages are taken into account in the planning of activities. Excellent maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. This ensures that they are well prepared for school when the time comes. The childminder has established a secure partnership with parents. She encourages them to share information about their child, both when they first attend and on a regular basis, so that children's

individual needs are met effectively.

The childminder engages well with children, involving them in conversation and promoting their language and communication abilities. She encourages children to share their thoughts and experiences by asking open-ended questions. These skills are enriched through story and singing sessions, making marks and reading and writing their own names. To enhance their communication, language and literacy skills, a broad range of resources is provided. This includes DVDs with images, sounds and letters, which the children match to flash cards. They have good fun singing their favourite songs with the childminder and respond well while they play music and move to the rhythm. The childminder provides ample opportunities for children to read and write their names, such as using magnetic letters on her fridge or reading their names on their coat hangers and their artwork. The childminder supports children's home languages very well. She encourages them to continue to use their own language at the setting, greets them in their own language and English, using many words during conversation, which she has learnt from the children and their parents.

Children develop an understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects in their surroundings. They spontaneously compare shapes and sizes and work out which ball is big or small. A good variety of colouring materials and a selection of resources are supplied to help children develop their creative skills, including making collages. They use their imaginations well and make islands with play dough and plant palm and coconut trees. They look at the childminder's house and collect recycling materials to make a group model of it. There is a good selection of resources to develop children's early technology talents, including learning how to operate programmable toys. Children show an interest in the world around them while taking part in activities, such as visiting local parks and other amenities and growing flowers and fruits, such as strawberries. The childminder encourages children to understand and respect the values and differences of others, as they celebrate festivals all through the year. Ample resources are available depicting positive images of diversity.

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

The childminder effectively promotes children's personal, social and emotional well-being through interesting opportunities. Consequently, they feel safe and confident and form secure attachments to the childminder in a friendly environment. The childminder works closely with parents to ensure all children's needs are known and met. Good interaction by the childminder enables children to be involved enthusiastically in activities and in selecting resources. They have easy access to a highly stimulating range of toys and equipment. This motivates children to play with an increasing level of independence, which means that they can use equipment imaginatively and follow their natural curiosity as learners. The childminder can provide appropriate support to prepare children for transition to other settings through talking and relevant play opportunities.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. Children regularly play at their local park, go for

walks in the area and walk to and from school. All through the day, plenty of indoor and outdoor opportunities are provided for all children to enhance their skills of coordination, control, manipulation and movement. They adopt good personal hygiene routines, including wiping their noses, discarding dirty tissues appropriately and washing hands before eating and after using the toilet. They understand why they need to wash their hands, as the childminder explains about germs. Nourishing options, such as fresh fruits and vegetables, are offered at snack and lunch times. There is a sociable and relaxed atmosphere at mealtimes and children enjoy their packed lunches. Fresh drinking water is readily accessible throughout the day to ensure appropriate hydration.

Children behave well and have good manners, demonstrating an understanding of the set boundaries and expectations within the home. They respond positively to guidance from the childminder, as she values their individuality and praises their good behaviour. Children are encouraged to say 'please' and 'thank you' and their efforts are clearly acknowledged. They make a helpful contribution to the setting, as they take part in chosen activities and enjoy assisting the childminder with small tasks, such as tidying up toys. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they take part in regular fire drills, are taught how to cross the road safely and are reminded during play of house rules, which concern safety.

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

The childminder has a clear understanding of her responsibility in relation to child protection issues. She has completed a relevant course and demonstrates a good working knowledge of the possible signs of abuse and neglect. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The environment is secure and detailed risk assessments confirm that the childminder carries out regular checks to eliminate risks, both around the home and for proposed outings.

To promote learning, the childminder actively encourages parents to share their children's achievements at home. In order to meet their needs effectively, she attains thorough information from parents both on admission and on an ongoing basis. She keeps them informed about her service by a number of means, including sharing children's profiles and a two-way daily conversation. Ample information is displayed to inform parents about the service provided. Parents can discuss their child's day informally and benefit from going over their profiles regularly. They report that they are very happy with the care and education their children receive, as they enjoy coming to the setting and make good progress through a wide range of interesting activities and opportunities. However, the childminder has not yet fully established partnerships with all other providers delivering the Early Years Foundation Stage to children. This means that their very good progression and continuity of learning are sometimes not as well promoted as possible.

The childminder has implemented a rigorous and effective system of self-evaluation. It includes listening carefully to the views of children, parents and her mentor from the local authority. The active involvement of parents is encouraged through regular feedback to

elicit their views and preferences. All recommendations raised during the previous inspection visit have been met successfully. The childminder is proactive in improving her professional skills and attends various relevant courses. She has attained a level 3 qualification in childcare. Consequently, she has a secure knowledge of the educational programme to ensure a broad range of experiences are provided to help children progress towards the early learning goals. All required documentation has been updated and shared with parents to meet the children's needs.

### **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 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 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

<b>Unique reference number</b>	EY339967
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	878213
<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>	11
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/12/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

