

<b>Inspection date</b>	04/11/2013
Previous inspection date	04/11/2009

<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 has a good understanding of the Early Years Foundation Stage. Consequently, children benefit from a good balance of adult-led and child-initiated activities within a stimulating environment which help them make good progress in their learning.
- Children are well-behaved and have a good awareness of right and wrong, as the childminder values their individuality and praises their good behaviour. Her approach to the children is calm and constructive.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.
- The childminder is committed to improving the quality of education and care through continuous self-evaluation. Consequently, children settle well and are involved in a range of activities which they enjoy.

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

- Opportunities and experiences for children to advance their creative skills have not been fully embraced by organising sufficient relevant resources.
- The childminder does not always support children's understanding about personal hygiene by talking to them about the importance of washing hands.

## 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 spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged four, 14 and 17 years in Wolverhampton, West Midlands. The whole of the ground floor of the premises is used for childminding. This includes a dedicated playroom and access to toilet facilities. The childminder's home is accessed via nine steps to the front door. The family have two cats, a dog and some gold fish.

The childminder currently has three children on roll in the early years age group who attend for a variety of sessions. She also offers cares for children aged over five to 11 years. She takes and collects children to and from local schools and pre-schools and makes use of local facilities, such as toddler groups, parks, shops and the library.

### What the setting needs to do to improve further

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

- promote effective understanding about hygiene by talking to children about the importance of washing their hands
- support children's already good creative skills by organising sufficient relevant resources to be available at all times.

## Inspection judgements

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

The childminder has established a good system to observe and assess children's play in order to help her plan activities which meet their next steps in learning. Children are provided with good play opportunities to help them make progress across all prime and specific areas of learning and development. This ensures that they are well-prepared for school when the time comes. Planning of activities considers children's individual interests, preferences and ages to support learning. The good maintenance and, for the most part, good organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. However, there is scope to improve the organisation of sufficient resources during art and craft activities to further enhance children's creative skills. 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 interacts well with children during their play, offering them choices of activities and listening to their requests. To encourage the development of communication skills, the childminder asks open-ended questions and talks with children as partners in conversation. She provides opportunities to read, listen and visit their pre-school settings regularly to attend story and singing sessions. She provides one-to-one attention for those who are quiet or shy in large groups. Good opportunities are provided for all children to develop their literacy skills. This includes, making marks, writing for different purposes and reading their own names on artwork and on coats or towel hooks.

The childminder skilfully supports the children's understanding of numbers and shapes through daily routines and during play. They match and sort shapes and colours, sing relevant rhymes, count toys and objects and work out how many pieces of sandwich are left on their plates if they have eaten two. A variety of musical instruments, listening to music, role play and texture experiences support children's talents. Children learn about animals and other creatures, people, family, plants and nature during routine play and themed activities. They take good advantage of their local facilities, such as, visiting local farms, theme parks and pet shops. Their understanding of nature is enriched as they learn why leaves change colour or why some trees do not lose their leaves. Children grow a variety of flowers and distinguish between wild and cultivated flowers. The childminder makes available a good selection of material depicting positive images of diversity to help children understand and respect the values of others.

### **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 for development. She supports and encourages children to gain in confidence. Close partnership with parents and one-to-one interaction with the childminder ensure that children quickly become familiar with the new environment. Consequently, they feel safe and secure and form secure attachments to the childminder. Children receive warm and positive attention from the childminder, who spends time talking to and actively playing with them. They clearly enjoy the childminder's company, as her approach to them is calm and friendly. Younger children go for a hug if they hurt themselves, or just for comfort when tired. The childminder provides appropriate support to prepare children for transition to other settings through talking, reading relevant stories, providing play opportunities and arranging introductory visits to their new school or nursery.

The childminder teaches children about keeping safe. Therefore, children behave in ways that are safe for themselves. They develop an understanding of dangers and how to stay safe as they look at projects such as people who help us and talk about how to use scissors safely. Children are encouraged to develop the habits and behaviour appropriate to good learners and respond to the expectations of the childminder for good behaviour.

Children's health and well-being is a priority, as the childminder emphasises the benefits of outdoor play and indoor physical activities on a daily basis. Children go out in the fresh

air and take part in physical play at local parks and toddler groups. The childminder organises the environment to enable toddlers to be active and improve their abilities in coordination, control and movement. Children develop self-care skills, for example telling the childminder when they are hungry, tired or need to use the toilet. They make healthy choices at lunch and snack times and enjoy their food in a relaxed and social environment. However, the childminder does not always talk to the children about the importance of washing hands. Consequently, children do not understand the reasons for this practice and show reluctance to wash their hands before they eat.

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

The childminder has implemented a robust system to monitor and evaluate her practice, therefore, ensuring that improvements are made which promote children's welfare and learning. Ongoing training courses help the childminder to update her professional skills in-line with the Early Years Foundation Stage. She adopts targets as and when necessary to further improve the provision and outcomes for children. All recommendations raised at the previous inspection have been tackled effectively. To support this progress, the childminder seeks the views of parents, children and her mentor. She has a secure knowledge of the current educational programme to ensure a broad range of experiences are provided to help children make good progress towards the early learning goals. She maintains all required documentation and records and makes them readily available for parents and for inspection.

The childminder demonstrates good knowledge and clear understanding of her responsibility to report any concerns to the Local Safeguarding Children Board. She has completed a relevant course to supplement her knowledge. Relevant policies and procedures mean 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 checks to eliminate risks both around the home and for proposed outings. She has carefully considered the safety of her garden and decided not to use it until it has been cleared after Bonfire Night.

The childminder encourages parents and carers to share appropriate information about their children's learning and welfare needs. She informs parents about their children's development through daily communication and sharing learning journals regularly. The childminder provides activities which parents and carers can pursue with their child at home and therefore, ensure progression and continuity of learning. For example, children take home sunflowers they have planted at the setting. They watch them grow and their parents take photographs for the childminder to talk about with the children. Parents report that they are very happy with the care and education their children receive. The childminder works well in partnership with other professionals. She meets with local pre-school staff to discuss individual children in order to fully promote continuity and progression in children's learning and development.

### **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	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. It will be monitored and inspected within twelve months of the date of this 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		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>	EY359956
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	878429
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/11/2009
<b>Telephone number</b>	

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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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