

<b>Inspection date</b>	16/01/2014
Previous inspection date	09/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 an accurate understanding of the developmental stages of each child and her interaction promotes children's learning effectively through their play.
- Children are very happy and settled because the childminder has a very caring and positive approach to meeting their individual needs and provides them with a wide range of learning activities and experiences.
- Children behave well because the childminder gives them firm boundaries and provides consistent routines, which help them to feel secure.
- The childminder is keen and enthusiastic; she monitors her childminding service to make continuous improvements for the children.

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

- There is scope to give children more time and encouragement to think of their own ideas, find ways to solve problems and consider new ways to do things in order to fully extend their creative and critical thinking skills.

## 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 held discussions with the childminder and spoke to children.
- The inspector observed children in their play and when eating snacks.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector checked the childminder's suitability, qualifications and her policies and procedures.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the interaction between the childminder and the children in the conservatory, kitchen and playroom.

## Inspector

Dawn Robinson

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Penn in the suburbs of Wolverhampton. The whole of the ground floor, and the rear garden are used for childminding. The childminder regularly meets with another childminder from another local authority.

There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates from 7.30am until 6pm, Monday to Friday, all year round, with the exception of 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 children's creative and critical thinking skills by consistently encouraging them to take time to think through their own ideas, find ways to solve problems and consider new ways of doing things.

## Inspection judgements

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

The childminder's home offers a welcoming and well-organised environment for children. They interact very well with the childminder. This is demonstrated as they join in singing together and talk about some of the activities they have been doing. Children take part in a range of activities, which are well-balanced in relation to their age and stage of development. They play with small world toys and shaving foam, and make up their own games as they pretend to be a shopkeeper in the 'shop' or make meals of 'scrambled eggs' in the 'home play' area. Children are encouraged to share the resources and take turns. The childminder has a good knowledge of the Statutory framework for the Early Years Foundation Stage. As a result, the children are making good progress in their learning and development and are gaining the skills they need for their next stage in learning and, eventually the move on to school. She works closely with parents to gather detailed information on the children in her care. For example, during the first few weeks of children attending, she writes detailed observations of children's achievements and shares these with their parents. In this way, she involves parents well in their children's care and learning. The childminder uses information from her observations on the children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, and are carefully considered to be meaningful to

individual children and reflective of their stage of development. The childminder supports parents well to be involved in their child's learning. This is achieved by regularly sharing their child's learning journal with them, encouraging parents to contribute to these with observations of the things children have achieved at home, and by sending home plans of the activities she intends to do with their child based on their identified next steps. The childminder's assessments are effective, include the required progress check for children aged two, and provide information to parents that highlight children's achievements and areas where their development may not be meeting expected levels. Information sharing is part of the daily routine, including what is happening at home.

The childminder supports children's learning experiences well. She has an extensive understanding of each child's interests which enables her to plan activities that interest them and encourages their learning. Her friendly approach and positive teaching methods engage children who are excited to join in and this results in them learning as they play. This means children show confidence by making simple choices about what they want to play with. Children play and learn alongside each other, sharing experiences. For example, all children including a baby, joined in with playing musical instruments and singing counting songs and rhymes. The childminder provides children with planned learning opportunities, which enhance their exploration and learning. For example, children play with small world animals and buildings, alongside some wheeled toys and shaving foam. Children concentrate and develop active learning skills as they explore the texture and smell of the foam and then use the wheeled toys to make marks in the foam by smoothing it and rolling the cars over the foam. However, occasionally, the childminder provides too much direction and does not always wait for the children to follow through with her suggestions or develop their own ideas before she makes another suggestion. As a result, there is scope to further enhance children's creative and critical thinking skills by encouraging them to fully think through all of their own ideas, and to consider different ways to solve problems and explore different solutions.

Children's language is fostered well throughout their play activities. The childminder supports children's communication and language skills by promoting discussion and repeating words in the correct way to increase children's vocabulary. She incorporates regular singing activities to introduce rhyme and rhythm and encourages children to learn to count through songs and rhymes. She has created her own illustrated book of songs and rhymes which children can use to choose a song or rhyme to sing. In addition, she has a box of props and puppets linked to this book, for example, a child can pick up a black soft toy sheep to signal that they want to sing 'Baa baa black sheep'. The childminder has created an environment rich with print, signs and posters making children aware that print carries meaning. Children are increasing their literacy skills as they snuggle together with the childminder to look at books and discuss the pictures. She encourages children to make different noises with their voices and to listen to sounds, for example, imitating the sounds which animals make to help develop their early phonic skills. Older children are given threading cards or pens and paper to increase their hand-eye coordination and support their emerging writing skills. The childminder incorporates counting at every opportunity, for example, counting the pieces of fruit on a plate at snack time. Physical development is supported well indoors in addition to the regular opportunities to play outside on the wide range of resources available.

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

Children are happy and settled in the childminder's care. They approach her readily for cuddles, praise and support and show a strong sense of security. The childminder shows a strong commitment to inclusive practice and takes great care to find out about and to meet children's specific needs. Consequently, children demonstrate a strong sense of security and are confident and self-assured because they receive continuity in their care and learning. Children form secure emotional attachments to the childminder, who is a good role model. The childminder takes time to talk and listen to what the children have to say and this helps them to feel valued. Their self-esteem is promoted with well-organised activities, freedom to make choices in their play and their artwork is displayed to show that it is valued. Regular visits by another childminder and trips to the local library for 'story time' help develop children's social skills. Children's behaviour is managed in a positive manner and regular praise and encouragement from the childminder develops children's self-esteem. Through discussion and example, children are learning how to share and to take turns and are beginning to understand how their behaviour can have an impact on others. The childminder uses appropriate boundaries and distraction effectively to prevent any unwanted situations and encourages children to be kind to others through her positive, calm approach.

Children's safety is promoted appropriately. The childminder uses role play to teach the children about safety by talking to the children about what they need to do if they were to lose their parent/carer when they go out with them. Before going on an outing they learn about road safety and talk about staying safe. Children participate in regular fire drills to learn how to protect themselves in the case of an emergency. This is also used as an opportunity to talk about the emergency services. The children dress-up as fire-fighters and police officers and talk about what they think their job would entail. There are books about hospitals which the childminder shares with the children, using these to talk to them about why someone may need to go to hospital and the importance of staying safe, healthy and how to look after themselves.

Children have sociable mealtimes and enjoy their snacks. The childminder provides them with nutritious foods, such as chicken, rice and vegetables. At snack time each child has their own flannel which they use to wash their hands. The children are beginning to show a clear understanding of the need for washing their hands; one child described how they needed to get rid of the 'wiggles', meaning germs. Children are encouraged to feed themselves but the childminder is always on hand to help them, and to praise their efforts. Each child has their own water bottle which they can access throughout the day. The indoor environment is child-centred and enabling, with a varied range of resources which are appropriate and well-maintained and accessible for all children. Children benefit from regular opportunities to play outside with all-weather clothing available should they need it.

The childminder supports children to become independent in their learning and self-care

to help to prepare for their move to pre-school or school. For example, they have their own labelled peg to hang their coats on and a drawer to keep their hats and gloves in order to look after their own belongings. The childminder prepares the children for their transition into school through role play and reading books about starting school, which helps to develop their understanding of what to expect when they move on to the next stage in their learning. The childminder works well with the other settings children attend. Some minded children also attend the local nursery and the childminder uses information from this other setting to compliment and build on the things children learn elsewhere. For example, children learnt about different forms of transport at nursery, and so the childminder supported this learning further by helping the children to make rockets. Parents take their child's 'learning journey' to the school to share the childminder's observations about their child with reception teachers and, the childminder also passes information onto the local pre-school, summarising children's progress, strengths, and next steps, to help provide continuity of learning and care.

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

The childminder is committed to providing good quality care and education for the children in her care. She has a good awareness of her responsibilities in meeting the safeguarding and welfare requirements. The childminder is well-organised and she has created a range of policies and procedures that help support her practice. She has an accurate understanding of how to safeguard children and keeps this knowledge up-to-date by attending relevant courses. She knows who she would contact if she had a concern about a child in her care. There are effective risk assessments in place to underpin children's safety whether at home or when visiting other venues in the community.

The childminder also has a good awareness of her responsibilities in meeting the learning and development requirements. She reflects on her planning and assessments and evaluates the areas of learning and how these support children's learning. An individual tracking system is in place, which ensures that the childminder has an accurate understanding of children's skills and abilities and enables her to identify any gaps in learning and development that may require intervention. The childminder completes self-evaluation of her practice and provision and encourages feedback from parents to ensure she is meeting the needs of their children. She has had meetings with her local authority advisor and considered further targets for improvement. This demonstrates the childminders positive approach to continuous improvement that benefits the children in her care.

The childminder has built strong partnerships with parents. She shares her policies and procedures with the parents so that they know about her service from the start. She regularly talks to parents to inform them of what is happening. She completes a daily diary which further informs parents about what their children have been doing each day and also acts as a way of parents informing the childminder about anything their child has done at home. The childminder has made significant steps towards fully addressing recommendations from the previous inspection which demonstrates her positive attitude

towards ongoing improvement in quality for children. As a result, children make good progress in their learning and development. The childminder completes a progress check for children aged two and shares this with parents. This provides a summary of learning to date, informed by the accurate monitoring of children's progress that the childminder undertakes. The childminder is aware of the importance of working alongside other professionals to support children's learning and development should the need arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY269997
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	860745
<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>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/02/2009
<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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