

<b>Inspection date</b>	21/01/2014
Previous inspection date	19/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Children are well settled and have positive relationships with the childminder and each other. They are well behaved and the childminder demonstrates a positive and supportive manner to encourage turn taking and sharing.
- Partnerships with parents are sound and ensure children receive the continuity of support they need to make satisfactory progress.
- Children engage in freely chosen activities enabling them to explore their environment.
- The childminder supports areas of learning through regular outings within the community and this particularly benefits their social development.

### **It is not yet good because**

- Children's assessments are not precise enough to enable the childminder to consistently and clearly identify their next steps in learning. This affects her ability to fully meet the learning needs of individual children and plan challenging activities to extend their level of progress.
- Monitoring of children's progress is not fully established. Therefore, teaching and the educational programme is not always accurately matched to children's changing learning needs.

## 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 and parents.
- The inspector observed children in their play.
- The inspector held a joint observation with the childminder.
- The inspector discussed the children's learning and progress with the childminder.
- The inspector checked the childminder's suitability, self-evaluation, qualifications and her policies and procedures.

## Inspector

Dawn Robinson

## Full report

### Information about the setting

The childminder has been registered since 2005. She lives with her husband and two of her adult children in the Wednesfield area of Wolverhampton. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play.

The childminder provides care from, 7.30am and 6pm, Monday to Friday. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age group on roll who attend on a part time basis. The family have two dogs, two cats and a caged bird. The childminder is a member of the Professional Association for Childcare and Early Years.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the way information gained from observations and assessments is used to more clearly identify children's current level of development and plan learning opportunities that are accurately matched to what children need to learn next, so that they make good levels of progress.

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

- monitor and track children's progress more effectively so that both teaching and the educational programme can be adapted and specifically tailored to each child's changing learning needs and interests.

## Inspection judgements

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

Children are content and happy to be at the childminder's house. The childminder gathers information from parents about their child's starting points interests and their individual needs to aid their smooth introduction to her home. She uses this information to begin to know children's likes, dislikes and preferences. As a result, she can provide for their interests from the start, for example, a child in her care likes trains and cars and these are readily available for them to play with. Although children make satisfactory progress overall, the planning for their future learning is not yet robust or accurate enough.

Observations of children's learning are carried out and the childminder identifies some of the children's next steps in development. However, the assessment of children's progress is not always sufficiently precise and the childminder does not use this information effectively to plan consistently challenging activities for children that help them to move forward in all aspects of their learning. As a result, children do not always make the best possible progress. Overall, children are acquiring a satisfactory range of skills, attitudes and dispositions to take them on to their next stage of learning and ultimately prepare them in readiness for school.

The childminder offers a warm, welcoming and child-friendly environment. Children are happy in the home and interact well with the childminder. Toys are stored at children's level in clearly labelled containers and drawers, and they understand that they can help themselves to these. This gives them choices and opportunities to freely explore their environment. Children take part in creative activities, such as painting icicles and decorating them with other materials. Children use paint, paint brushes and spreadable glue with a spatula which provides them with the opportunity to develop their control in holding tools for mark making. Children enjoy playing with small world toys, particularly train tracks and cars. Teaching is sound because the childminder sits on the floor with the children and gives them lots of eye contact and verbal encouragement. She develops their concept of size by talking about 'big' and 'small' cars. The childminder provides opportunities for the children to grow their own fruit and vegetables during warmer months and to learn about other cultures and religions through activities designed to celebrate festivals, such as Diwali.

The children experience a range of trips in the local area. They attend several play and stay groups which further develop their creative skills, such as singing and playing with musical instruments or taking part in craft activities. The children's physical development is supported through regular play outdoors in the childminder's garden which offers a range of toys, such as, bikes, balls and a slide. In addition, the children also visit the local soft play area which helps to develop their large muscle control. The children visit the local library where they listen to stories and borrow books in order to develop an interest in books and early reading skills. The childminder regularly gives feedback to parents about their child's achievements and has regard for the information they give her about their child's personal needs. She shares information about each child's day with parents and this contributes to maintaining continuity in children's care and learning. The children take home any work they complete and their learning journals are regularly exchanged between the childminder and parents so that parents understand what children learn and how well they are developing.

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

Children settle quickly, feel secure and are confident in the childminder's home. This is because she works closely with parents to understand children's needs and responds to them in a gentle and sensitive manner. The childminder provides a calm environment and supports children in developing a strong sense of emotional well-being. The childminder offers an appropriate settling-in period for children and obtains information from parents

relating to their welfare. She encourages children to be independent and explore the resources safely. Children are beginning to develop friendships, enjoy being with the childminder and are pleased with their achievements because the childminder promotes their self-esteem. The childminder meets with other local childminders and their children to share activities and develop children's social skills, which in turn prepares children emotionally for their move on to other settings or school.

Fresh meals are cooked each day and healthy snacks are provided showing that children's good health is considered. The childminder holds a Basic Food Hygiene certificate and ensures that children with food allergies are catered for. The home is clean and well maintained. Children are encouraged to understand how to play safely. For instance, tidying away the toys to prevent a trip hazard.

Children's behaviour is managed appropriately as the childminder offers support in developing children's understanding of taking turns and sharing equipment and resources. The childminder remains calm and consistent in her approach to ensure that children know and understand boundaries. Children's personal hygiene requirements are met well through appropriate nappy changing procedures and hand washing.

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

The childminder has a sound knowledge of child protection, with experience in this area. She is confident in describing the signs and symptoms of abuse and what action she would take if she had a concern about a child. The childminder has a range of policies and procedures, which underpin her practice to promote children's safety and welfare, and these are shared with parents. She carries out regular safety checks to identify potential hazards and uses child safety equipment appropriately, such as stairgates, to minimise the possible risks to children. Outings are also risk assessed to keep children safe outside the setting.

The childminder provides various enjoyable activities in her home and within the local community that engage children and keep them interested, which ensures that they enjoy their time with her. She has a broad overview of the level of development of the children in her care. She understands what steps to take if she identified that they were not meeting expected levels of development. However, the lack of formal assessment and planning means she cannot always accurately assess and precisely plan how to move children forward in their learning. In addition, she does not monitor and track children's progress to allow her to adapt teaching approaches or amend the educational programme to reflect children's changing learning needs and interests. As a result, children make satisfactory rather than good progress.

Relationships with parents are sound. They are warmly welcomed into her home and have positive relationships with the childminder. Parents receive information about their child's activities during the day and their views are listened to. The childminder carries out a self-evaluation of her practice and gathers comments from parents to add to her evaluation.

She has identified areas for improvement and acted on the recommendations raised at the last inspection. Evidence of these being implemented can be seen. For instance, she has obtained more feedback from parents and investigated the use of more local services. The childminder has strong links with the local children's centre and has received support from the local authority. She has attended various training courses and has been accredited for providing free nursery education funding for two-year-olds.

### **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>	EY308584
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	873087
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/03/2009
<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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