

<b>Inspection date</b>	28/01/2014
Previous inspection date	08/10/2009

<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 provides a wide range of stimulating activities and resources within the home along with many experiences outside the setting. This supports children to become motivated learners and as a result, children are making good progress in their learning and development. The childminder attends training to enhance her knowledge further.
- Children are very happy and settled in this homely and welcoming setting. They have good attachments to the childminder, who is very caring and attentive to their needs. This enables children to explore the environment with confidence as their emotional well-being is very well supported.
- The childminder provides a very safe environment as she takes effective action to ensure the safety of the premises, indoors and outside and has a very good understanding of safeguarding procedures.
- The childminder ensures that effective information sharing takes place with parents from the beginning of the placement to ensure that she can meet the changing needs of each child.

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

- There is scope to further enhance opportunities for younger children to more freely access resources for making marks to support their small physical skills to help promote their early literacy 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 observed the childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with children.
- The inspector viewed areas used for childminding and had discussions with the childminder and children throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the childminder's self-evaluation and improvement plan.
- The inspector observed parent and children's comments from questionnaires that they have completed.

## Inspector

Karen Laycock

## Full report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 12 and 18 in a house in the Penn area of Wolverhampton. Two playrooms, a kitchen on the ground floor and a bedroom and bathroom on the ground floor are used for childminding. There are also ground floor toilet facilities. There is an enclosed garden available for outside play, which is laid out to a slabbed patio with steps down to a large lawn area. The family has no pets.

The childminder attends a playgroup and local parks on a regular basis. She takes children to and from the local schools. There are currently 13 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. Older children are also cared for. There is also provision for overnight care. The childminder operates all year round, from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and the local authority childminding network. She holds a level 3 qualification in early years childcare and education and a level 3 qualification in Childminding Practice. She receives support from the local authority.

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

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

- enhance opportunities to freely access mark making equipment to help promote small physical skills.

### Inspection judgements

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

The childminder demonstrates a thorough knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and uses this knowledge to observe and effectively plan for children's learning needs across all areas of learning. She has discussions with parents prior to children joining her to find out about each individual child's interests, what they know, like and can do. The childminder actively encourages parents to be involved in their child's learning and shares daily information about their child's achievements by the use of a daily diary, individual 'learning journey' books and discussion. The childminder has developed effective partnerships with parents as together they support children's learning at home, as well as with the childminder. She assesses children's progress with careful observation and accurate tracking. She involves parents fully in discussing any areas where children may require additional support or further challenge to extend their attainment.

The childminder regularly assesses children's progress to help her to identify any gaps in children's learning. As a result, children make good progress in their learning and development. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. However, although there are structured activities for children to explore different media, such as gloop and paint, there is scope to further enhance opportunities for younger children to more freely access resources for making marks, in order to support their small physical skills to help develop their early literacy. The childminder joins children in their play and fosters their language development through many conversations. She observes children, takes photographs and writes informative notes about children, which she includes in children's individual learning journals. Children learn to make choices for themselves in their play as the childminder offers low-level storage and see-through boxes for the resources. The childminder encourages critical thinking and problem solving from an early age. For instance, she asks children to choose a book and when they have done this, she asks them to find the small world characters which link to the story. As they search for the dinosaurs she refers them back to the pictures in the book. Children search with enthusiasm and purpose and after a few minutes they find the box of dinosaurs. They jump up and down with big smiles as they celebrate their success. The childminder is very aware of how such 'teaching' motivates and challenges children as they investigate and explore, in order to experience success.

Children's confidence and communication skills are promoted as they take an active part in singing action and number rhymes. They also enjoy listening to stories and are eager to turn pages and repeat words and use the props that the childminder has collected to enhance the story telling sessions. As they repeat the names of the dinosaurs this helps to extend their vocabulary. Children are fully engaged and motivated by the story as they match the dinosaurs from those in front of them to those in the book, extending their mathematical knowledge as they organise and categorise objects. Children are encouraged to explore compost and water as they prepare to plant flowers outside. As the water runs away through the holes, each time a child tries to fill it, the childminder uses this opportunity to extend the activity with skilful questioning, encouraging children to think about where the water has gone and how it escapes. Children are encouraged to learn to share toys and play together to promote their social skills in preparation for later transition to nursery and school. As a result, children make good progress in their personal and social development skills. Children are encouraged to learn about numbers and shapes as they take part in a play dough activity or explore and investigate electronic shape sorters, pushing buttons and turning knobs. Children have good opportunities to promote their physical skills. For example, outdoors children learn to ride bicycles and other pedalled toys and regular visits the local park to play on larger equipment. All children have opportunities to play on the larger equipment at the local park where they learn to take risks and keep themselves safe.

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

Well-organised and flexible settling-in sessions, individual to the needs of each child, help children to make the transition from home to the welcoming childminder's care. She obtains comprehensive information about children. For example, initial details about care routines and likes and dislikes are shared through completion of 'All about me' documents. This means children's needs are well met from the outset. This helps children to settle quickly and happily into her home and results in them developing a strong bond with her. Due to this, they are confident to explore her home and seek emotional support from her when they need this. The childminder has a calm, caring and patient manner and she gives children her individual attention, which helps to ensure that each child feels valued. Children enjoy playing with the resources available and very young children are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. For example, she asks children if they are ready for snack at snack time and children say 'no, another story'. The childminder responds by asking children to choose the story they would like and to find the props for it. This promotes their confidence and independence. The childminder is a good role model, treating them with kindness, politeness and respect. They enjoy each other's company, seeking out friendships and forming relationships. The childminder provides opportunities for children to meet up with larger groups of children to further develop their social skills. She ensures that children are aware of her expectations regarding their behaviour in her home. For example, she has basic house rules, such as being kind to each other and sharing and helping to look after and tidy away the toys. This supports children to respect one another and understand appropriate boundaries. Consequently, children are well-behaved and develop good social skills. This along with the childminder developing their literacy and numeracy skills helps prepare them for transition to school when the time comes.

Healthy lifestyles are promoted as the childminder encourages children to eat a healthy diet and try different foods. Children bring their own lunch packs and the childminder provides snacks that are freshly prepared and include a variety of fruits and vegetables. Children are developing their independence skills, for example, being encouraged to put on their own coats and shoes. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. They use their whole bodies to negotiate pedalled toys around obstacles, kicking balls and chasing games. Children are supported well to develop an awareness of their own toileting needs and the childminder reminds them to wash their hands at appropriate times during the day.

The childminder is vigilant about children's safety and she supervises them well at all times. Children gain a good understanding of how to keep themselves safe, for example, when the childminder explains why they should not run in the house and why they wash their hands. The childminder enables children to take safe risks under her close supervision, such as using larger equipment at the local park and teaches them how to cross the road during outings. Systems are in place for parents to share information with the childminder about any health or dietary issues children may have and there are thorough records for accidents and any medication administered.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This results in children being safeguarded very well as the childminder ensures that her home and garden are safe and secure to protect children from harm. The childminder has a sound awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. A written safeguarding policy, which is shared with parents, includes the action to be taken in the event of any concerns and telephone numbers of who to contact to seek advice and support. She has carefully considered the use of mobile telephones and cameras and this is included in her policy. Closed circuit television operates in the setting and outside play areas. The childminder undertakes comprehensive risk assessments for her home and all outings and reviews these regularly to ensure that they meet the current needs of children attending. This helps to ensure that children are well-protected from harm.

The childminder uses her thorough knowledge of the learning and development requirements and observations of children's learning to assess their abilities and monitor their progress. This information, alongside their current interests, is used to plan for each individual child's needs, which means that all children are making good progress towards their next stage of learning. Children benefit from a broad range of planned experiences based on their individual needs, which support them to make good progress in all areas of their learning. The childminder has a clear commitment to improving the service she provides and has completed a focused improvement plan, which clearly identifies areas of improvements made and those requiring further development. She accesses training and support from other agencies to update her knowledge and understanding. The childminder has identified training courses she is going to attend to further develop her skills and knowledge. This reflects the childminder's commitment to achieving the best possible outcomes for children. The childminder is highly professional and organised, striving to do whatever she can to become an outstanding practitioner. She evaluates her practice regularly and from this effective monitoring she has identified that her resources for story telling can be enhanced to engage children more in planned activities. As a result, she has extended her resources to support her in developing children's understanding of the story about the life cycle of a butterfly.

Strong partnerships with parents are established from the onset of placements. Ongoing information sharing ensures that the childminder is well-informed, to meet the changing needs of children. She encourages parents to express their views on the care of their children and welcomes their feedback to use for her continual development. The childminder seeks the opinions of parents and children she cares for and comments from children include 'I enjoy going', 'I like playing with my friends there' and from parents 'your reassuring text messages are brilliant'. She has introduced a 'Weekend Book' for parents to record events that their child has enjoyed with family and friends, so that she can share their experiences and ask them to recall the events. The childminder places a strong emphasis on the importance of developing partnerships with other provisions which

children attend.

### **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>	EY236665
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	872553
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2009
<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

