

Inspection date	06/02/2014
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	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
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are cared for in a warm and welcoming environment. They are settled and from close relationships with the childminder. Consequently, their care needs are effectively met.
- Children have daily opportunities for fresh air and exercise, which supports their health and physical needs.
- Partnerships with parents are adequate and ensure children receive the continuity of support they need to make satisfactory progress.

It is not yet good because

- Observations and assessments are not used effectively enough to plan sufficiently challenging activities for children which are both adult-led and child-initiated.
- Partnerships with the other early years settings some children attend are not yet established to provide a shared approach to supporting children's learning and development.
- Self-evaluation does not yet focus sufficiently on teaching and learning and the childminder's own professional development to strengthen and develop practice.

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 at appropriate times throughout the inspection.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's learning journals and a selection of records, policies and procedures.
- The inspector checked evidence of suitability, training certificates and the childminder's self-evaluation form.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in the Pendeford area of Wolverhampton. The whole of the ground floor is used for childminding, including toilet facilities and the front door is accessed via one step up from the flat drive. There is a fully secure garden for outdoor play. The family has one cat as a pet.

The childminder visits the shops and park on a regular basis. She collects children from the local school and pre-schools. There are currently four children on roll. She operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 plan learning opportunities for children, so that practice is accurately tailored to children's needs and interests and promotes good levels of progress through a balance of adult-led and child-initiated activities.

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

- strengthen the relationship with other early years settings some children attend so that children benefit from a shared understanding and common approach to support their progress in learning
- develop self-evaluation to focus further on teaching and learning and identify professional development opportunities that will support and improve the overall quality of practice.

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 has a satisfactory understanding of the learning and development requirements for the Statutory

framework for the Early Years Foundation Stage and children enjoy a range of play activities that reflect the seven areas of learning. The childminder gathers information from parents about the interests of their child 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, the childminder provides for their individual needs from the start. For example, a baby new to her setting is learning to use a cup with handles and has little experience with finger foods. The childminder sits the baby in his highchair at the table while the other children enjoy their fruit and she encourages the baby to try some. The childminder undertakes observations as the children play, which she uses to identify their next steps in learning and to monitor their development. However, she does not always use these observations and next steps to plan challenging experiences that include a balance of adult-led and child-initiated activities that will fully support and extend the learning of the older children. The childminder is able to adequately implement the progress check at age two when applicable and this is shared with parents. Overall, children are acquiring a satisfactory range of skills, attitudes and dispositions to take them to their next stage of learning and ultimately prepare them in readiness for school.

The childminder offers a warm, welcoming environment. Children are happy in the home and interact well with the childminder and each other. Toys are stored at children's level in easily accessible containers and drawers, and they understand that they can help themselves. This increases the opportunities for children to explore their environment. They take part in creative activities, such as making Christmas trees with recycled materials or creating pictures using felt tip pens, crayons and adding stickers. Children use paint, paint brushes and glue which provide them with the opportunity to develop their creativity and the finger control needed to hold tools successfully to make marks. Children enjoy playing with 'baby' dolls, pretending they are asleep, covering them with blankets and comforting the baby dolls if they 'awake'. The children imitate the childminder by walking around with the dolls on their shoulders and using soothing words to comfort them. As a result, children are encouraged to be caring and to use their imaginations.

The childminder helps children to develop early writing skills as she provides a range of interesting resources, such as, pencils, crayons and stickers, to develop children's interest further. She praises all their efforts and talks about what they are doing. As a result, children concentrate for extended periods of time and demonstrate good control as they draw lines and colour in. The childminder reinforces the children's knowledge of shapes as she asks them to name the shape of the stickers they are using in their pictures. However, a lack of effective assessment and planning means she does not always know when to extend their learning further by, for example, asking them to describe the properties of the shape or look for other similar shapes in the environment.

The childminder supports children's interest in books by sharing stories which they have selected. Children of different ages are engaged in a story from a lift the flap book as the childminder reads it with enthusiasm and encourages them to join in with the repetitive text. As a result, children begin to foster a love of books and develop their vocabulary which contributes to children learning to read. The childminder teaches the children about other cultures and religions through activities designed to celebrate festivals, such as Diwali or the Chinese New Year. The children enjoy making horse masks to celebrate the

'Year of the horse'. Children are learning some early mathematical skills as they recognise the numbers on the scales during baking activities.

The children experience a range of trips in the local area. They go for walks along by the canal and feed the ducks. The childminder takes the children to play at the 'Spider' park where children can climb and balance on the logs in the wooded area designed to look like a spiders web. The children enjoy their visits to an art gallery in Wolverhampton where they can explore their senses and dress up. As a result, children are able to develop their physical skills and find out about the world they live in through active play opportunities. The children's physical development is further supported through regular play outdoors in the childminder's garden which offers a range of toys, such as, bikes, scooters, chinks, bubbles, hoops and opportunities to dig.

The childminder regularly meets with another local childminder. They visit each other's houses and take all the children out to visit parks or attend organised activities in the local area. The childminder also collects children from local nurseries and schools, and these activities help to develop the children's social skills as they meet and interact with new people from their local community.

The childminder regularly gives verbal 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 children receiving continuity of care. The children's learning journals are regularly exchanged between the childminder and parents so that there is a shared understanding about children's progress.

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 through praise and encouraging words. The home is clean and well-maintained. Children are encouraged to understand how to play safely, for instance, by tidying away their toys to prevent a trip hazard.

The childminder provides good care for a child with specific health conditions, such as diabetes. She ensures medication is administered accurately and everything is recorded meticulously. Medication is stored appropriately and is safely out of the reach of other children and regular contact with parents and the others involved in the child's care

ensures important information is exchanged and the child's health needs are well met. Other minded children know and understand that sweets which this child occasionally requires are part of the treatment and know they are not for their own consumption. Children learn about keeping healthy as the childminder talks to them about healthy foods and the activities to promote healthy eating which they engage in at the local pre-school. The childminder talks to the children about the fruit they are eating with their lunch and the differences between the food the children eat and food which the baby eats, making them aware of their individual needs. By sharing books and through discussion with the childminder the children learn about how to look after themselves and keep healthy and what happens if you are unwell or need to go to hospital.

Children enjoy socialising as they all sit around the kitchen table for their lunch. Sandwiches and healthy snacks are provided showing that children's good health is considered. The childminder makes sure the children clean their hands before eating and promotes the use of good manners. The childminder ensures that children with specific needs related to food are catered for. Children begin to develop an awareness of how they can keep themselves safe. They learn how to leave the home safely in the event of a fire and learn how to keep themselves safe as they walk to and from school with the childminder. Children's behaviour is managed appropriately as the childminder offers support to develop 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. As a result, the children are kept safe and their behaviour is good.

The childminder helps children to settle in by offering short visits, which she gradually extends. She talks to parents about children's normal daily routines, dietary needs and their personal care needs. This ensures that she has the early information she needs about children's individual needs and personalities to ease their transition from home to her care. The childminder meets with other local childminders and their children to share activities and develop children's social skills, which in turn prepares them for their move to school.

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

The childminder understands her responsibilities in relation to safeguarding and has attended training. The childminder has a sound knowledge of child protection. She is confident in describing the signs and symptoms of abuse and what action she should 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. Outings are 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 identifies that they are not meeting expected levels of development.

The childminder is aware of the need to evaluate her provision and uses the Ofsted self-evaluation form for this. As a result, the childminder has made some improvements. For example, she has changed the way in which she records observations and is using a format devised by the local authority which incorporates next steps, how children learn and their stage of development. The childminder monitors children's progress over time linked to their age and stage of development. However, the childminder does not yet focus sufficiently on teaching and learning and her own professional development to strengthen and develop her practice. For instance, she has not yet undertaken training to further develop adult-led activities to provide challenging experiences which meet the individual needs, interests and stage of development of each child.

There is a good working relationship with parents, particularly with regard to those children who have specific health needs. The childminder encourages a two-way discussion with parents at handover times and finds out about what children have been doing at home. Parents are asked for feedback using a parent questionnaire and their views feed into the childminder's plans for improvement. Partnerships with other professionals are in place. The childminder meets regularly with her development officer from the local authority, who provides her with help and support to improve her provision. In order to support a child with a specific health condition the childminder has received training from a specialist nurse and contact is made as required. The childminder has a professional relationship with the local schools. She talks to staff about how children have been in order to support children's continuity of care. However, there is room to strengthen the relationship with local schools so that she can work together with them to develop a shared understanding of how they can meet the needs of children more effectively to support their 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

Unique reference number	251922
Local authority	Wolverhampton
Inspection number	871475
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23/02/2009
Telephone number	

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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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