

Inspection date	21/02/2014
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 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 provides a wide range of stimulating activities and resources within the home and experiences outside of 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 the children to explore the environment with confidence as their emotional well-being is very well- supported.
- 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 strengthen the communication links with parents to enable them to support continuity of children's learning.

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 two playrooms and the outside learning environment.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the childminder's self-evaluation and improvement plan.
- The inspector viewed areas used for childminding and had discussions with the childminder and children throughout the inspection.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector observed the childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 11 and 16 years in a house in Wednesfield. The whole of the ground floor, bathroom on the first floor and the rear garden are used for childminding. The family has a dog as a pet.

The childminder attends a playgroup and activities at the local children's centre. She visits the shops and local park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

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. 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 shares daily information with parents about their child's achievements by the use of a daily diary. However, there is scope to strengthen the communication links with parents to enable them to further support their children's learning at home.

The childminder regularly assesses children's progress to help her to identify any gaps in the 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. Children freely help themselves to resources, such as pencils, pens, paints, brushes, crayons and felt pens to draw pictures of what they see and to make marks. This supports their small physical skills to promote their early writing skills. The childminder joins children in their play and fosters their language development through many conversations. She asks the children searching questions, such as 'where do you think the bus is going?' and 'who do you think is on the bus?' which helps to promote children's thinking skills and language development. She observes the children, takes photographs and makes interesting and informative notes, which she includes in children's 'Capturing the journey' documents. 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, helping to extend their vocabulary. Children are encouraged to explore rice during a mathematics activity. The children are keen to use the weighing scales to weigh the rice. They use a large magnet to find the hidden magnetic numbers to enhance their

understanding of number recognition. Children learn about shapes as they find them buried in the rice. The childminder uses this opportunity to extend the children's vocabulary using words such as 'bumpy', 'tiny' and 'noisy'. The children are enthusiastic and motivated learners and keen to be engaged in the activity for a long time. Children are encouraged to learn to share toys and play together to promote their social skills in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills.

Children have good opportunities to promote their physical skills. For example, outdoors the children use their whole bodies as they learn to ride bicycles and other pedalled toys. They use their bodies to kick, throw and catch balls. 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

Settling-in sessions, individual to the needs of each child, help to make the move from home to the childminder's care easier. The childminder obtains useful information about the children. For example, initial details about care routines and likes and dislikes are shared through completion of several documents. This means children's needs are well-met from the outset. This helps children to settle quickly and happily into the childminder's home and results in them developing a strong bond with her. Because of 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 move freely around the childminder's home and enjoy playing with the resources available, which promotes their confidence and independence. The childminder is a good role model, treating them with kindness, politeness and respect. Children enjoy each other's company, seeking out friendships and forming relationships. The childminder provides opportunities for the children to meet up with larger groups of children to further develop their social skills. The childminder ensures that the 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, helping to look after and tidy the toys and not to hurt each other. 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 helping to develop their literacy and numeracy skills helps prepare them for move on 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 healthy 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, by 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. The children use their bodies to twist, turn, bend and stretch as they chase after bubbles outside and squeal with delight as they catch them. 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 trips to the local children's centre. Systems are in place for parents to share information with the childminder about any health or dietary issues the 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 and telephone numbers of who to contact to seek advice and support. The childminder has carefully considered the use of mobile telephones and cameras and this is included in her policy. 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 the 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 the next stage of their learning. Children benefit from a broad range of planned experiences based on their individual needs, which support them to make progress in all areas of their learning. This reflects the childminder's commitment to achieving the best possible outcomes for the children. 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. She has identified training courses she is going to attend to further develop her skills and knowledge. She encourages parents to express their views on the care of their children and welcomes their feedback to use for her continual development. Comments from parents include 'my child is happy here', 'my is widening their vocabulary'

and 'my child says things that impress me'. Children comment 'we like the food tasting' and 'it's nice to choose what we want to do'. The childminder is professional and organised, striving to do whatever she can to become an outstanding practitioner. The childminder has identified that she would like to give the children more experiences outside of the setting. As a result, she has reorganised her schedule to support her in developing the children's understanding about the wider community in which they live in.

Strong partnerships with parents are established from the onset of placements. However, there is scope to further strengthen partnerships with parents in order to further support children's learning and development at home. Ongoing information sharing ensures that the childminder is well-informed, to meet the changing needs of the children. The childminder is fully aware of the importance of developing partnerships with other provision that children may move on to, such as school, and the importance of preparing children appropriately when moving on from her care.

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	EY367959
Local authority	Wolverhampton
Inspection number	857869
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	28/04/2009
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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