

Inspection date	24/02/2014
Previous inspection date	14/01/2009

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		3
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 sociable, courteous and well behaved. They understand the importance of being kind and considerate to each other and share and take turns during play. The childminder develops appropriate relationships with parents and provides them with verbal feedback about their child's day.
- Children's safety is suitably promoted. The premises are secure and the childminder carries out regular risk assessments to ensure the environment is safe.
- Children are happy, comfortable and content in the childminder's provision. They develop close relationships with the childminder because she is sensitive to children's individual needs and understands that children thrive in a warm, loving and caring atmosphere. This helps to promotes children's emotional well-being.

It is not yet good because

- The childminder does not identify children's next steps from observations carried out. This means that gaps in children's learning and development are not identified or targeted.
- The process for self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement.
- There are insufficient resources available to support children's learning in information and communication technology and enhance opportunities for imaginative role play.

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 looked at and discussed a range of policies and procedures and discussed these with the childminder.
- The inspector observed children as they played indoors and at snack time.
- The inspector discussed children's progress with the childminder.
- The inspector looked at a sample of children's assessment records and discussed these with childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at her self-evaluation form and improvement plan.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult child in the Finchfield area of Wolverhampton. The whole of the ground floor and the upstairs bathroom are used for childminding. Children have access to an enclosed garden. The family has two cats and a dog.

There are currently seven children on roll, one of whom is in the early years age range. Children attend for a variety of sessions. The childminder is able to collect from local schools. She operates all year round from 7.30am to 6pm, Monday to Friday, with the exception of family holidays.

What the setting needs to do to improve further

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

- enhance teaching by ensuring that the information gathered from observations is used effectively to identify children's next steps in their learning and development, and activities are planned to target these areas.

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

- develop and review the self-evaluation process to identify and prioritise areas for improvement, seeking the views of parents and children in the process
- improve resources to support children's learning and development in information and communication technology and imaginative role play.

Inspection judgements

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

Children are happy and secure in the childminder's setting and are confident to talk to visitors about their day at school. The childminder understands the children's interests and stages of development, and considers this when planning activities. For example, children all enjoy colouring in pictures together on the floor. However, teaching requires improvement in order to help all children make good progress towards the early learning goals. The childminder has appropriate resources to keep children motivated and engaged, but this does not extend to props to support imaginative role play or resources

to support information and communication technology. Consequently, some areas of learning are not well supported. The childminder carries out observations for some children and puts these in children's personal files, which are shared with parents. However, the childminder does not use observations effectively to identify children's next steps in their learning and development. Consequently, activities are not planned to meet children's needs or target gaps, which means that they make suitable rather than good progress in their learning and development.

Children are suitably prepared for the next steps in their learning, such as starting school, as the childminder sits with them to ensure they get plenty of support and encouragement with their play. She engages children in conversation about what they are doing and promotes their social and communication skills. Children show the childminder pictures they have coloured in and she offers suggestions on how to colour the eyes in, relating it to their eye colour. She promotes children's independence by asking them to give out biscuits to other children and participate in purposeful activities. This promotes children's self-esteem and confidence.

The childminder adequately provides for children's personal, social and emotional development. She spends her time developing close bonds with the children to ensure they are happy, settled and confident in her setting. She listens carefully to what the children say and is concerned about their day at school. Links with local schools are good and the childminder passes on messages to parents from teachers to support children's welfare. Parent partnerships are suitably promoted as the childminder provides daily verbal feedback to parents on their child's well-being. The childminder ensures that she obtains information from parents and children about their interests and personal preferences, and considers this when caring for them.

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

Children and families are supported well to ensure that they experience a smooth transition from home into the setting. The childminder knows the children in her care very well. She uses this knowledge to consider their individual needs and has established secure attachments with them. Consequently, children feel secure and safe in her care. This promotes their emotional well-being.

Children are polite, courteous and well behaved as they play together and communicate with visitors. They take turns and consider each other when playing with construction resources on the carpet. Older children tend to dominate the conversation, but this does not deter younger children from contributing or enjoying activities. They develop social skills as they interact with each other and the childminder.

Children have access to the childminder's garden and also benefit from trips to the local park. Parents are keen for children to enjoy physical exercise and encourage visits to the park. This ensures they receive plenty of fresh air and enjoy participating in physical exercise. The childminder provides children with healthy snacks and drinks and encourages children to take responsibility for handing these out. This promotes their independence and self-care.

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

Safeguarding procedures are fully understood by the childminder. Visitor identification is verified and she ensures that children are introduced to visitors in the setting. She has a good knowledge and understanding of the signs and symptoms of abuse and the action she must take if concerned. Although there is not written policy to prevent use of phones and cameras in her setting, the childminder confidently explains that this is not allowed. This helps to ensure that children are protected from harm. The childminder has actioned all recommendations from the previous report. For example, she now ensures that all aspects of the premises are subject to risk assessments, which are supplemented with daily checks. This ensures the childminder has identified and minimised all hazards and that the environment is safe and secure. Samples of records were viewed at inspection, such as accident records, medicine administration and daily registers, and these indicate that they are maintained well to promote the welfare of children.

The childminder has completed a self-evaluation document with the help of her support worker to identify areas for improvement. However, she is yet to prioritise areas that could be improved to ensure she is continually improving practice and provide children with adequate resources to support their learning and development. For example, the childminder does not have sufficient imaginative role play resources to facilitate children's imaginative role play in the early years age range. She has not identified any areas of continual professional development, which means she is less able to identify and support children in their next steps in learning.

Partnerships with parents and local schools are promoted well. Parents are encouraged to share information with the childminder on entry, and the childminder has good relationships with other providers of the Early Years Foundation Stage. She enquires about current topics from local schools to enable her to provide continuity in children's learning.

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	251909
Local authority	Wolverhampton
Inspection number	864468
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/01/2009
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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