

Inspection date

Previous inspection date

10/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 has a good knowledge and understanding of her role and responsibility with regard to protecting children in her care from abuse and neglect. This ensures that safeguarding requirements are met to promote the safety of children.
- The childminder offers interesting and enjoyable learning experiences, for children of all ages, providing depth and breadth across the seven areas of learning, through well-planned play activities. As a result, children are happy and active learners, who play and explore as they develop their own interests and ideas.
- 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.
- Partnerships with parents are well established and actively encouraged by the childminder, so that parents make regular and positive contributions to their children's learning and assessment.

It is not yet outstanding because

- Daily routines do not include regular snack times to enable children to enjoy healthy snacks while promoting their physical well-being.

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 children as they played outdoors, indoors and at lunchtime. She engaged in the children's discussions and imaginative play.
- The inspector discussed children's progress with the childminder.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures, including her self-evaluation form and improvement plan.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to work with an assistant. She lives with her partner in Wolverhampton. The whole of the ground floor of the property is used for childminding. Children have access to an enclosed garden. The family has a pet dog.

There are currently six children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, with the exception of bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend opportunities to promote children's health and well-being, for example, by including a morning snack time into daily routines so that children benefit from frequent healthy snacks.

Inspection judgements

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

Children are happy and content to be in the childminder's home and benefit from an organised and stimulating learning environment, which they happily explore. Children are encouraged to access resources and to engage in child-initiated play. Resources are plentiful and well maintained; they provide children with a range of play opportunities and ensure that all seven areas of learning are addressed. Teaching is good and children are particularly well supported in their communication and language development. For example, during outdoor play the childminder introduced children to a wide range of words to describe how the wet sand felt. She listens to children and responds sensitively, enriching their learning through purposeful play. Children's mathematical development is also promoted well. There are colourful displays and labels with numerals on for children to constantly refer to. As a result, children confidently count everyday objects without being prompted and are encouraged to become active learners. For example, a child commented that the shape in the peg puzzle for 'zero' looked like an 'egg' and went on to discuss different shapes in the environment.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and this results in children making good progress in their learning and development.

She makes regular detailed observations and assessments of children and links these to specific areas of learning. Along with the children's interests, she uses this knowledge to plan future activities to target gaps in children's learning. The progress check at age two provides a detailed summary of children's development and is completed in a timely manner to ensure that if necessary, early intervention is obtained. Children are suitably prepared for the next steps in their learning, such as starting school, as the childminder sits with the children to ensure they get plenty of support and encouragement with their play. This promotes their self-esteem and confidence.

Partnerships with parents are well promoted. The childminder encourages parents to share information about their child in a variety of ways to ensure they are actively involved in their child's learning and development. An 'All About Me' form is completed upon entry, which ensures that children's individual needs are met effectively. All parents receive a daily diary and are encouraged to write comments in this. Regular questionnaires are used to obtain parents' views on the provision; this allows the childminder to evaluate her practice.

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

The childminder knows children well. This enables her to tailor activities to meet their individual needs. Children are happy and secure in the provision and settle well. They are confident to talk to visitors and engage in conversation about what they are doing. The childminder offers support and reassurance if they are upset which helps to promote children's emotional well-being. Although parents were not present to talk to during the inspection, there is evidence of how happy they are with the care offered. For example, one parent wrote in a questionnaire that her child is 'very happy and content'. The childminder works closely with parents to ensure all children's needs are known and met.

The key person system is well embedded. The childminder discusses with parents individual settling-in plans for their children and ensures that parents are kept informed of how this benefits their child. Children sleep and rest according to parents' wishes. The childminder has formed secure relationships with children and is a good role model. She listens to what children have to say and responds sensitively. The childminder reminds children to use good manners and to be kind and considerate to each other. She praises children's efforts and ensures children are given clear boundaries. Consequently, children behave well and have good manners.

Children have access to daily outdoor activities which include playing in the childminder's garden or visiting a nearby park. This ensures they benefit from regular physical exercise and fresh air. The childminder provides children with waterproof clothing so they can enjoy sand and water play while remaining dry and warm. Children have access to drinks throughout the day to ensure appropriate hydration. Daily routines support children in developing their self-care skills. For example, they learn to put on their own coats and shoes before going outside and are encouraged to wash their hands before meals and using the toilet. The childminder provides healthy, nutritious meals and an afternoon snack on a daily basis for children. However, she does not currently offer children a morning snack which does not always fully promote children's physical well-being.

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

Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children. She has completed training to support her understanding of child protection. Children remain safe and secure in the childminder's care, as she conducts thorough risk assessments of her home, garden and outings. Appropriate records regarding accidents are also kept and parents are informed. A range of policies and procedures meet the welfare requirements to support the safe and efficient management of the provision. Visitor identification is obtained and details recorded in the childminder's visitors' book. The childminder demonstrates a high level of commitment in promoting children's safety and well-being. For example, there are secure procedures in place to ensure the suitability of household members and the childminder is fully aware of the need to inform Ofsted of any significant events.

The childminder has developed an effective self-evaluation process and she has clearly identified her strengths and weaknesses, which provide opportunities for her to review and evaluate her provision on a regular basis. She is enthusiastic about the development of her provision. As a result, the childminder is always reflecting upon her provision and the care she offers to the children. The childminder monitors children's progress well and has a good awareness of their abilities and skills. The balance of adult-led and child-initiated activities helps the childminder to ensure that she covers each area of learning well. Thereby, she effectively supports children's learning and development in the Early Years Foundation Stage.

Partnerships with parents are good. The childminder gives parents opportunities to become involved at all levels and ensures that effective communication is in place with regard to children's well-being and achievements. Parents' views are sought and acted on through the use of questionnaires and two-way diaries. The childminder has a very good understanding of the importance of working in partnership with parents and other providers to ensure children's learning and development is well supported.

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	EY436074
Local authority	Wolverhampton
Inspection number	807901
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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