

### Inspection date

Previous inspection date

10/03/2014

Not Applicable

### The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

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 making secure attachments with the childminder. There is warm interaction between the childminder and children.
- Children are developing their communication and social skills well, because the childminder is responsive to the children and shares their interest in play.
- The childminder praises and encourages children's achievements and efforts.
- Children enjoy their time in the setting as they independently access a range of toys and equipment that interests them.

#### It is not yet good because

- Teaching is inconsistent, as at times the childminder does not provide sufficient challenge to extend and maximise children's learning.
- Monitoring of children's progress is not consistently thorough across all areas of learning. This means that progress is therefore difficult to measure across all seven areas of learning and gaps may not be identified and addressed.
- Self-evaluation of the setting is not sufficiently robust and has not considered the views of parents and children in order to help raise children's achievements over time.
- Children's understanding of hygiene routines such as hand washing are not fully promoted.

## 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 spoke with the childminder at appropriate times throughout the inspection regarding the care provided and activities available.
- The inspector observed the interactions between the childminder and the children.
- The inspector conducted a joint observation with the childminder.
- The inspector conducted a tour of the premises and viewed the equipment and resources available to the children.
- The inspector looked at children's development files, a sample of policies and procedures and discussed the self-evaluation process.
- The inspector took into account views of parents from written comments.

## Inspector

Carole Price

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged twelve, six and five years in a house in Wolverhampton. The whole of the ground floor and the rear garden are used for childminding. The family has a pet cat.

The childminder walks to local schools and nurseries to take and collect children. There are currently five children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

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

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

- ensure that observations and assessments are effectively used to plan a range of challenging and interesting learning experiences appropriate to children's age and stage of development
- implement a rigorous system to track progress across all seven areas of learning in order that children's progress can be accurately measured so that any interventions can be identified and addressed.

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

- develop the setting through the use of a self-evaluation process in conjunction with parents and children to raise children's achievements over time
- promote children's understanding of good hygiene routines, such as washing of hands through explanations and discussions.

## Inspection judgements

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

The childminder demonstrates some effectiveness in supporting children's learning, however, there is a variation in the teaching depending upon the activity. For example, the childminder supports the promotion of children's communication and language skills well. She talks to children calmly and responds positively to their attempts to express

themselves. As a result, children extend their communication and social skills. However, some activities lack a good level of challenge. For example, children sort and match a selection of objects by colour and are then supported by the childminder to count how many are in each group. Opportunities to further extend children's thinking and their mathematical knowledge by introducing concepts, such as, size or shape are not considered. This means that opportunities for children's learning are not fully maximised.

The childminder has a satisfactory approach to organising activities to include most areas of learning. She uses observations of children and their interests when planning activities, which ensures that children are, on the whole, provided with a suitable range of learning opportunities. The childminder demonstrates an understanding of the progress check at age two. Children are generally seen to be working within their typical range of development expected for their age. However, the childminder has yet to implement a system whereby progress is monitored consistently and thoroughly for all seven areas of learning, in order that any gaps in children's learning are identified and addressed with appropriate interventions. The range of resources that the childminder provides allows children to begin to make some independent choices about their play. The resources and activities that she provides support children's learning appropriately in most areas. The childminder uses outings to interesting places to increase children's social skills and their understanding of the world. For example, children visit local farms and various parks. These activities help children to learn about their community and the different jobs that people do in society.

Children explore their surroundings and play with the resources with ease. Children show pleasure in games and activities when they create a face using different features. The childminder supports younger children effectively as she asks them to identify their own features, such as, their eyes and ears. The childminder allows children time to confidently explore the environment, where they are supported to develop their own play. Through their play, children learn to respect different cultures and consider how people celebrate individual traditions all over the world. The childminder has established effective links with a local nursery school and is able to complement children's learning as she incorporates their themes and topics into her activities. This helps to foster continuity so that children move to their next stage of learning with confidence. The childminder recognises the value of working in partnership with parents. She provides parents with feedback about their children through regular discussions and daily record sheets.

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

The childminder's settling-in procedures are appropriate, as they enable her to engage with parents to find out about children's needs. Positive interaction shows that children are making secure emotional attachments with the childminder. Children are happy and contented in the childminder's care as she gives them time and attention. Children are safe and secure, as the childminder is responsive to their needs. The childminder implements effective safety measures in the home to enable children to enjoy the space and resources and learn about risk. These safety measures include ensuring the play equipment is suitable for its purpose. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards.

This contributes to children's well-being and helps to ensure that children are safe.

The childminder's home is generally well resourced and overall there is a range of easily accessible toys and equipment across most areas of learning. This enables children with different learning styles to enjoy learning and this supports equality well for children. Resources available inside are, on the whole, accessible to children so they are able to confidently explore their surroundings. They enjoy finding out what they can do. Children behave well and are responsive to the childminder's positive language as she encourages them using phrases, such as 'well done'. This helps to build children's self-esteem and confidence. Children develop social skills as they mix with other children, this is further promoted by fun outings to adventure parks.

The childminder takes some effective steps to develop children's understanding of healthy lifestyles. Children learn about healthy eating practices as they eat an appropriate diet, mainly provided by their parents and discuss healthy choices. The childminder makes sure that children enjoy fresh air and exercise each day. Children are encouraged to wash their hands after using the toilet and before eating which helps to promote personal hygiene. However, the childminder does not take time to explain and discuss the reasons for hand washing which means there is scope to further promote good hygiene practices. The childminder makes a positive contribution to children's readiness for the next steps in their lives, encouraging them to be independent and to become confident young people. She liaises with teachers at the local nursery school to share information about children's individual needs. This means that there is consistency and continuity of care between the childminder and the nursery school and as a result, parents are well informed about their child's needs.

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

The childminder has a suitable knowledge of safeguarding practice overall. The childminder knows what to do if concerns arise about children's well-being and she is familiar with local child protection safeguarding procedures to help keep children safe. Policies and procedures help ensure that parents understand the duty of the childminder to protect children. The childminder regularly reviews many safety checks around the home to ensure that any potential hazards are minimised. Children are supervised at all times. This enables them to play in safety.

The childminder has a generally satisfactory knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children direct most of their own play with the childminder offering advice and making suggestions. The childminder organises her resources to ensure that children learn to be independent. However, the inspection found that planning and assessment systems to measure progress and provide challenging activities are not well embedded. Despite this, the childminder demonstrates a willingness to improve her practice. She has attended several training events and is keen to implement new ideas and systems. However, plans are not sufficiently focussed on identifying strengths and areas for improvement to raise children's achievements over time and do not routinely include the views of parents and children.

The childminder values working in partnership with parents and overall provides them with suitable information about the early years provision. Many written comments demonstrate that parents are happy with the care their children receive. The childminder maintains suitable relationships for children who attend other settings, such as, schools and nursery classes. She shares information where necessary between these parties and this supports continuity for children well. The childminder recognises the importance of working in partnership with other agencies in order to help support children's 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

<b>Unique reference number</b>	EY447810
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	904821
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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

