

Inspection date	25/02/2014
Previous inspection date	29/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 uses real-life learning experiences skilfully in her planning to promote children's good progress in their learning and development.
- Children's language development is effectively promoted as the childminder offers constant dialogue in her interaction, valuing and respecting children's differing cultural backgrounds and home languages as an integral part of her practice.
- The childminder is keen to develop her service, accessing relevant training to enhance her knowledge and skills; this includes having improved her knowledge and understanding of safeguarding procedures to protect children in her care.

It is not yet outstanding because

- There is scope to strengthen the links with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's learning and welfare even further.
- The childminder has not yet fully considered ways of working in partnership with other settings children may attend in the future, to promote a consistent approach to learning and development.

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 practice between the childminder and the children during the inspection.
- The inspector spoke with the children and the childminder at appropriate times during the inspection.
- The inspector carried out a safety check on the premises and checked the safety arrangements for the use of the childminder's car.
- The inspector examined a range of documentation including the suitability of the adults in the household, risk assessments, children's developmental records and information sought from parents.
- The inspector took account of comments from parents obtained by the childminder as part of her self-evaluation process.

Inspector

Patricia Webb

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. She lives with her husband, adult child and one child aged 13 years in Penn, Wolverhampton. The childminder occasionally works with an assistant. Childminding takes place using the dedicated playroom and the rear lounge on the ground floor. A front bedroom on the first floor is used for overnight care. There is an enclosed rear garden for outdoor play.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently four 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 9pm, Monday to Friday, except Bank Holidays and family holidays. Overnight care is offered by prior arrangement. 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:

- enhance the opportunities for parents to consistently share information about their child's needs and the learning that takes place at home, in order to further maximise children's progress
- explore further ways of working in partnership with other settings children may attend to foster consistency in children's learning and development.

Inspection judgements

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

Children are making good progress with the childminder, who demonstrates a clear knowledge and understanding of the Early Years Foundation Stage. She has improved her practice following the previous inspection and is observing and assessing children's progress with more accuracy and rigour. Individual learning journals are in place for children; these include photographs, examples of children's artwork and observations of them at play. These are linked to the seven areas of learning and are used effectively to identify the next steps in children's learning and assess their progress. The childminder also conducts the progress check at age two and summarises children's progress in the prime areas of learning and development. She is aware of how such summaries can help to identify any need for seeking additional support in order for children to reach their full

potential. The childminder keeps written records of the general observations and assessments and reinforces this with her verbal assessment, showing that she knows children's needs, abilities and interests well. She takes time to discuss children's individual needs with parents during the settling-in visit and gathers information about their abilities to start planning effectively.

Children eagerly select their activities, setting out the colourful train track. The childminder encourages children to think about the design of the track and how best to get the train around it. Children show confident language skills as they tell visitors why the train will not work. Some children attend from families where there are additional home languages. The childminder works well with parents to respect and value home languages and introduces some songs and familiar phrases, sought from parents, to help children settle more easily. The childminder understands how children learn holistically from real-life experiences and everyday activities. A recent cookery activity was used to good effect to strengthen children's awareness of mathematical concepts, volume, capacity and what happens with different ingredients when they are cooked. The childminder skilfully adapts such activities depending on the children's ages and abilities. For example, older children watch the digital scales and match the weight numbers, while younger children count the number of spoons of ingredients they add. Children also learn about where their food comes from as they recall last year's planting, growing and harvesting and eagerly share the pictures in their developmental records. Children develop their creativity as they engage in various art and craft activities. They have recently made papier mache bowls which they filled with pot pourri. The childminder encourages children to use all their senses, including noting the smell of the pot pourri and the squelchy texture of the wet newspaper. Children learn to build positive relationships and enjoy each other's company. They gain independence as they develop the skills and attributes to support their next steps, such as preparing for school.

The childminder discusses children's progress on a daily basis with parents, encouraging them to share some of the children's achievements from home, developing the partnerships effectively. However, there is scope to build on the strategies to strengthen parents' involvement in their children's learning. For example, the childminder does not record some of the discussions she has with parents about children's attainments in order to fully reflect how this learning at home is used effectively to inform overall planning. While the childminder has not yet cared for children with special educational needs and/or disabilities, she maintains a clear understanding of working in close partnerships with parents and carers in order to seek further support, advice and guidance from the relevant professionals and agencies if deemed necessary. None of the younger children cared for have as yet attended other settings, and so the childminder has not yet fully considered how best to share information about children's attainment for consistency. However, children visit some of the schools with her, becoming familiar with the layout and the uniforms and seeing some teaching staff on a daily basis.

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

The childminder provides a welcoming and friendly home environment where children display confidence in their surroundings and are eager to learn and play. They move freely

between the rear lounge and the playroom, making choices about their play. They have daily opportunities for outdoor activity, using the rear garden in better weather. Currently, the childminder ensures that children experience the various weathers, splashing in puddles and enjoying the fresh air as they walk to and from schools. They test out their confidence, trying the larger equipment in the local park and when visiting play venues. The childminder is also aware of how such community visits support children's developing social skills. They learn to share, take turns and relate to others as they become aware of the diversity in their world, skills she understands will support them as they prepare for the next big steps in their lives. The childminder uses praise and role modelling to promote children's self-esteem and their awareness of behaving appropriately. Children also have opportunities to choose their favourite treats, such as watching television, as the childminder acknowledges their achievements and shares their efforts with parents. She uses distraction and redirection with younger children and supports older children as they learn to negotiate and compromise. Where any child's behaviour may give cause for concern, the childminder would consult with parents to adopt a consistent approach to bringing about improvements.

Children's health is further promoted as the childminder offers sensitive and age-appropriate support as they become more independent in their self-care skills. She discusses children's toileting needs with parents and offers familiar and consistent routines for hand washing and nappy changing to minimise the risk of the spread of infection. She takes account of possible 'accidents' children may have when becoming toilet trained and reassures them as she liaises closely with parents at such times. Children enjoy a wide variety of meals and snacks as the childminder discusses dietary needs and preferences with parents from the start of a placement. They particularly relish some of the childminder's family dishes and are eager to try new tastes and textures.

Minor accidents and injuries to children are managed well as the childminder and her assistant both hold current first aid qualifications. A well-stocked first aid box is maintained, both in the home and in the car to cover any trips and outings. The childminder conducts regular risk assessments to identify and minimise hazards to children. Her car is checked regularly to ensure seat belts and restraints are in working order. Special outings are prepared in advance and parental consents are sought and recorded for such activities. The childminder also contacts some of the venues beforehand to check out the on-site facilities and ensure there are no major risks. Such diligence keeps children safe. Children also learn about their own safety as they know why it is important to tidy away toys and participate in fire drills to familiarise themselves with the routine in the event of such an emergency. The childminder is registered to offer overnight care and consequently her evacuation procedures also take account of this aspect to maintain children's safety.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Actions and recommendations set at the

previous inspection have been addressed, demonstrating the childminder's willingness to improve. She understands her responsibilities in relation to safeguarding and has attended recent training to increase her confidence and knowledge in this aspect of the provision. The childminder has clear policies in place and she knows who to contact if she had a concern about a child in her care. She has ensured that the required checks for her assistant have been completed as well as for other adults in the home. This reassures parents of their suitability and the children's safety. She ensures that children are never left unsupervised with a person who has not been vetted. Children are kept safe inside and outside as the childminder carries out thorough risk assessments, so as to identify and minimise potential hazards.

The childminder discusses her policies and procedures with parents from the outset, sharing information about the provision and the expectations. They receive verbal feedback about their child's day and are invited to view the developmental folders. The systems for observing and assessing child's progress have been reviewed and the childminder is currently assessing how effective these are. While she has personal reservations about the formats of her written assessments, she is able to clearly articulate about each child's character, personality and level of attainment. Parents comment very positively about the childminder's practice and the impact on their children's enjoyment and progress. One parent expresses deep appreciation about how the childminder has worked with her child to develop reading skills and a love of books. Other parents have commented on her 'excellent practice' in questionnaires and emails. The childminder has used this information and discussions with parents to develop her practice and reflect on the impact on children's achievements. She has recently purchased new resources to encourage children to develop dexterity and coordination, demonstrating her commitment to ongoing improvement. She also takes time to read about and research some aspects of providing a service for children with special educational needs and/or disabilities, in order to reassure parents of her willingness and ability to meet their specific needs where necessary.

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	EY427911
Local authority	Wolverhampton
Inspection number	953255
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	29/10/2013
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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