

Inspection date	26/02/2014
Previous inspection date	08/08/2011

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		2
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

- Teaching is good because the childminder has a good understanding of how to foster children's learning and development. She has high expectations of the children she cares for and as a result, children's progress towards the early learning goals is good.
- Strategies to develop attachments with children and to support their transitions to other settings and schools ensures their confidence and resilience is fostered over time.
- Partnerships with parents and others and the provider's self-evaluation processes ensures involvement at all levels and across all aspects of children's learning and development and care.

It is not yet good because

- The childminder's risk assessment policy and procedures are not sufficiently robust to identify all possible risks to children's safety and well-being, with particular regard to close contact with family pets and hazards to children in the outdoor areas.
- The childminder does not undertake regular checks of the fire detection equipment in the premises to make sure they are in good working order at all times, so that all children and adults are able to evacuate the premises promptly should an emergency arise.
- The childminder does not maximise children's learning and development through the use of the outdoor garden areas of the setting.

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 scrutinised a range of documents: attendance register, risk assessments, self-evaluation records, staff suitability and qualifications, the complaints log and a range of policies and procedures, which supports the service provided.
- The inspector observed activities in the indoor play areas and checked other indoor areas used by the children and the outdoor play areas.
- The inspector held a meeting with the childminder and took account of the views of children and parents spoken to on the day.

Inspector

Mary Henderson

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in the Low Hill area of Wolverhampton. The whole of the ground floor, the first floor bathroom and the rear garden are used for childminding. The family has a dog, a cat and a tortoise as pets.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. At times, the childminder works with one of her two assistants. There are currently two children on roll, both of whom are in the early years age group and attend 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 and one of her assistants holds a National Vocational Qualification at Level 3 in childcare and education.

What the setting needs to do to improve further

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

- ensure the risk assessment policy and procedure is well understood and includes anything with which a child may come into contact in the indoor and outdoor areas to ensure children's safety and well-being at all times, with particular regard to children's close contact with pets and the children's outdoor play garden
- ensure the safety and well-being of children and others on the premises, in case of fire, by ensuring fire detection control equipment, such as smoke detectors, are in good working order.

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

- extend opportunities for children to use the garden all year round to support their sense of well-being and enhance their freedom to explore, use their senses and be physically active and exuberant.

Inspection judgements

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

The quality of teaching is effective because the childminder is qualified and experienced. She holds a qualification at level 3 and undertakes ongoing training to support her already

good awareness of how children learn and develop through high levels of engagement. The childminder enhances all aspects of the children's learning environment through high expectations for the children she cares for. As a result, children's progress towards the early learning goals is good and they are gaining many skills necessary for when they eventually start school. The childminder has a good level of underpinning knowledge of the learning and development requirements of the Early Years Foundation Stage. As result, all children progress well given their starting points. An interesting environment and the identification of children's starting points ensures children's physical and communication skills, alongside their personal, social and emotional skills, are supported well. For example, the childminder takes children on a range of outing to places of interest. This includes visits to see various fish and mammals where they enjoy comparing size, shape and colour and talk about this further back at the setting as they continue to learn, supported by the childminder on the computer. This supports children's growing interest in the world around them and helps them to develop their mathematical learning. Children also enjoy visiting the local library where they listen to story time and choose a range of books they themselves are interested in. This supports children's independence and their literacy skills. This also enhances their readiness for school. To support children's personal, social and emotional well-being, the childminder takes children to toddler groups. Here, they learn to share, take turns and build friendships with other children, which further enhances their confidence. Children's physical development is fostered as they play in the garden. Here, they climb and balance as they use a range of equipment and take risks under close supervision of the childminder. However, the childminder does not maximise children's access to the garden to extend their sense of freedom to use their senses, explore and be physically exuberant. Children enjoy being creative both at the setting and while visiting toddler groups, as they paint, draw pictures and become engrossed in messy play activities. This further fosters children's literacy skills very well.

The assessment of children's learning at all ages is effective because the childminder has a clear understanding of the importance of observing and assessing children as they play, in order to identify the next steps in their learning and development. The childminder ensures children's learning and development is tracked over time to show their good progression. Sharing this with parents, enhances their understanding of how activities support their children's learning and development.

Strategies used to engage parents in their child's learning and development in the home setting are good. Daily, two-way exchange of information and sharing the child's next steps in learning and learning journal documents, ensures the childminder and parents are working together to support the child's individual progress. The childminder ensures the parents have good access to information about the Early Years Foundation Stage and how she supports children's learning and development. This includes discussing with parents of toddlers, the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor development check. During settling-in sessions, the childminder holds discussions with parents and collates important information about their child's routines and previous learning; so that this and initial observations by the childminder ensures securely identified starting points on which to build children's learning and development across all areas. This also supports children's settling into the setting very well.

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

The childminder provides a warm and welcoming environment for parents and their children. She has a good awareness of the importance of developing attachments and bonding with the children in her care. For instance, she spends quality time engaging with the children during their adult-guided and child-initiated play times. This gives children confidence in their abilities. As a result of children's personal confidence, they are supported to take risks, explore their environment and increase their independence as they play. However, the childminder's less than rigorous approach to risk assessment, does not ensure that children's safety is given the highest priority at all times. Children enjoy visiting the local parks. Here, they use a range of large equipment to practise their physical skills as they climb and balance and use the sit-on equipment to rock back and forth. This supports their healthy lifestyles. Children's personal safety is fostered by the childminder because she talks to them about road safety and includes them in the evacuation procedures of the setting.

During times of transition when children are ready to move onto their next stage, the childminder ensures good liaison with other settings, such as nursery, pre-school and school. She talks to other providers of the Early Years Foundation Stage and there is two-way exchange of information about children's learning and development and care. This, and working closely with the parents means that all parties are working together, to identify and support children's needs, care and learning. This also fosters children's readiness for school.

Children share and take turns with the resources at the setting and while visiting toddler groups. This helps them to learn about the benefits of good behaviour and encourages children's acknowledgement of the needs of others around them. This, and meaningful praise, enhances children's 'can do' attitude. During mealtimes, the childminder talks to the children about a healthy lifestyle and why we need to eat healthy food and clean our hands before eating and after visiting the toilet.

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

The inspection was brought forward following concerns raised about the suitability of the provider's premises, environment and equipment and the provider's ability to ensure children's safety in particular, their close contact with the family dog. The inspection found that the childminder's risk assessments are not sufficiently robust. For instance, the childminder does not ensure that the risk assessment procedure includes all that a child comes into contact with, including the family dog and other pets. In addition to this, the smoke detectors on the premises are not checked to ensure they are in good working order, so that children and others can evacuate the provision in the event of an emergency. Also, the garden is not risk assessed each day to ensure children's safety and well-being. As a result, debris, such as a small discarded tree and dirty collected rain water are not removed. These are breaches of the safeguarding requirements of the Early Years Foundation Stage and is also a breach of the requirements of the Childcare Register. The childminder has undertaken child protection training. She is aware of the procedures

to be followed should there be a concern about a child in her care. The suitability of all persons within the setting are checked. As a result of this, children are protected.

The monitoring of the teaching and learning programmes is good and supports children's learning across all development areas. There is a continuing targeted programme for further improvement identified through self-evaluation procedures, which ensures children benefit from attending the setting. The childminder is qualified and as a result of this and ongoing training has improved her knowledge about how to support children across all areas of their learning and development, in particular, the characteristics of effective learners. For example, the childminder has attended training on using sign language with the children. As a result, she is able to support children with English as an additional language through simple signs, so that they can make their needs known to her. This ensures inclusion for all children on roll. The childminder also attends training, which extends her awareness of how children's independence supports their positive behaviour, thereby, enhancing children's ability to deal with conflicts resolution. This particular training also supports the childminder's growing knowledge about brain activity and how this impacts on children's close attachments. To further the childminder's awareness of supporting the unique needs of two-year-old children, she attends training, which enhances her awareness of how to best support this particular age group. As a result, younger children are able to settle well, develop their independence and build on their self-assurance. This, thereby, further supports younger children's readiness for the next stage in their learning and eventually their move to school.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. There is a range of information provided to parents to keep them fully informed and up to date about the provision and their child's progress over time. This includes access to children's learning and developmental journals documents and good, verbal two-way exchange of information. The policies and procedures are accessible to the parents at all times to ensure they are aware of service provided. As a result, partnerships with parents and other providers are strong.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe

and suitable for that childcare (compulsory part of the Childcare Register).

- undertake a risk assessment of the premises and equipment at least once in each calendar year and immediately, where the need for an assessment arises (voluntary part of the Childcare Register)
- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

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	EY278968
Local authority	Wolverhampton
Inspection number	956519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	08/08/2011
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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