

Inspection date	28/03/2014
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- Children's learning is promoted through effective teaching as the childminder successfully delivers a rich language environment which develops children's confidence and skills in expressing themselves.
- Observations and assessments are rigorous and inform future planning, which is tailored to each child's needs and interests, ensuring their progress is fully promoted.
- The childminder has good knowledge of how to safeguard children and where to seek advice if needed. She establishes warm and secure relationships with the children and as a result, children have a strong sense of security and belonging.
- The childminder involves parents as partners in the setting, this relationship is based on regular two-way communication to ensure children's individual needs are met well.

It is not yet outstanding because

- There are not enough resources for children to access, that positively reflect the different people in our society, consequently, children are not fully supported to embrace peoples' differences and similarities.
- There is scope to enhance children's independent choice during their child-initiated play times through increased access to the outdoor play areas.

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 activities in the downstairs play areas and viewed the outdoor learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and training undertaken by the childminder, the provider's self-evaluation form and improvement plan.
- The inspector also took account of the views of parents and children spoken to on the day and from information included in the setting's own parent survey.

Inspector

Linda Yates

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and grown up daughter in Codsall, Wolverhampton. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play. The family has a pet dog. The childminder attends toddler groups and activities at the local library. She visits the local shops and parks on a regular basis. The childminder takes children to, and collects them from the local schools. There are currently three children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve how children can freely access resources that provide positive images, in order to challenge their thinking and help them to further embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- link the indoor and outdoor environment so that children can move more freely between them during their child-initiated play times.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop, as a consequence, the learning experiences she provides promote the seven areas of learning and are tailored to each child's needs and interests. Children are given time, space and sufficient accessible resources that are carefully selected to help children learn different concepts through play. Assessments of children's progress are accurate, detailed and clear and appropriate next steps in their learning are identified. Thorough progress checks for children aged two ensure detailed assessments are completed for all children at the appropriate time, in order to identify the child's strengths and identify any areas that may need additional support. The childminder's teaching is good as she promotes children's learning by using effective communication. For example, the childminder follows a child's lead in a child-initiated jigsaw activity. The childminder uses Makaton sign language, which promotes the use of actions to support spoken words. She uses this effectively by making the appropriate sign for each animal pictured in the puzzle, for example, pointing to the

elephant and lion and making the appropriate sign and modelling the noise they make. These animal sounds are easy for children to make and it is a fun way to help a young child to start talking. The childminder uses commentary and seeks to gain eye contact with children throughout the activity and ensures this is a rich language focussed activity, supporting the child's next steps in learning, such as developing their expressive language. Children are encouraged to develop new skills. The childminder models and explains how to pick up the inset jigsaw piece by the peg, explaining 'pick it up with your thumb and finger'. Each child is praised for their attempts, promoting their self-confidence. The children are focussed and listen intently as the childminder shares a story with them to develop their literacy skills. Each child's response to the story is valued and supported. The childminder follows each child's interests and joins in singing a song with a child that involves rolling hands fast and slow, using the appropriate actions. This introduces children to language that describes sounds and rhythm and helps develop their listening and memorisation skills as well as physical dexterity. The childminder then sings a song about three little ducks, weaving in mathematics as she models counting and holding up the appropriate number of fingers to help children develop their understanding of numbers. Children dip their pens in water and draw on the transparent floor mat, making connections between their movement and the marks they make, promoting their physical and literacy skills. Children use wooden blocks that inspire creativity, develop physical skills and encourage problem solving.

Children's understanding of technology is developed as the childminder has an appropriate range of mechanical toys, such as a toy cooker with a knob that you turn which makes sizzling and boiling sounds. Children visit the library where they can enjoy looking for new books and use the computers, developing their literacy and technology skills. The childminder ensures the short walk to and from the local playground is full of learning opportunities. She models road safety by using actions and commentary as she checks the road is clear before they cross. She introduces new vocabulary, pointing to the daffodils and a feather on the floor and promoting children's communication skills. Children have the opportunity to balance, climb, slide and jump as they use the playground apparatus, developing their physical skills. Children experience a variety of outings, such as a visit to the farm, pet shop and nature parks. They learn about animals, plants and the natural environment which helps develop their understanding of the world. Consequently, children show the characteristics of effective learning throughout the day. However, children are not always helped to understand they can move freely between indoors and outside as they play in order to make the most of all the learning opportunities and experiences available to them. Children are making good progress towards the early learning goals. Parents' comments show they value the childminder as they say there is 'always a balance of professionalism and personal friendliness'. The childminder puts a high priority on using effective communication with children in all aspects of the curriculum, which unlocks all the doors to a successful and fulfilling early years experience. This means that children are supported effectively to make good progress in their learning and development, which effectively promotes their school readiness.

Children's prior skills are well established with parents on admission to the setting, when they complete a form recording children's likes and abilities. This, along with verbal discussions with parents, helps the childminder identify where children are in their development pathway. The children's assessment folders are very visual with photographs

and observations, which help the childminder form regular accurate assessments of each child's stage of development. This includes the progress check at age two. The childminder uses a 'wow' board to exchange information about children's progress and to boost children's self-esteem. For example, she recognises and celebrates children's significant achievements by writing these on a 'notelet' and displaying these on the wall. This helps children to feel proud of what they can do. Parents' comments show that they value the daily discussions, text messages, daily diaries and the sharing of children's assessment folders as this keeps them informed of their child's progress and the sort of things their child is doing and how they can support their child at home.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. The childminder recognises the importance of children's comfort objects and children have them when needed, promoting a sense of security. Children are confident in their communications with the inspector. The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and the boundaries set for their behaviour. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed these boundaries are reinforced positively. The childminder uses the whole of the first floor of her home for childminding. Resources are rotated, accessible and carefully selected to help children learn different concepts. The childminder strengthens the positive impressions children have of their own cultures and faiths and those of others in their community, by sharing and celebrating a range of practices and special events, such as Chinese New Year and Hanukah. The childminder has toys and resources that show positive images of others and which reflect the wider multicultural community and those with diverse physical characteristics, including disabilities. However, these are not always easily accessible to children. As a result, children have fewer opportunities to increase their appreciation of individual differences as part of their normal daily play. The childminder respects children, helping them to do things and learn for themselves. Children are offered choices. They are able to develop the skills and abilities necessary for effective learning, autonomy and positive self-esteem.

The childminder uses commentary as she describes the process as children wash and dry their hands. Snacks provided for the children are nutritious and consist of fruit with milk or water to drink. Meals are provided by parents ensuring each child's individual dietary needs are met. All this promotes children's health and well-being. Children participate in planned fruit and vegetable tasting activities where they learn about healthy food and develop a good understanding of why it is important to have a healthy diet. Outings to the shop or farm also generate conversations about healthy food, for example, talking about where milk comes from and how it is good for our bones. Children learn about keeping themselves safe as they regularly practise the fire drill.

The childminder takes the children on regular outings, such as to the local parent and toddler group, local playground, shops and local parklands. This helps to develop

confidence, independence and social skills outside of the childminder's home and therefore helps children to emotionally prepare for the next stage in their life, such as attending school. The childminder and children walk to and from school providing opportunities for children to learn about the world while offering plenty of fresh air and exercise. Children have good opportunities to assess risks for themselves and experience challenge. They use the small trampoline and climbing frame in the outdoor learning environment, promoting balance, coordination and awareness of space. Trips to the local playground to use the climbing apparatus also help children to develop their physical skills.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and, as a result, children are kept safe. The childminder has a good knowledge of how to protect children from abuse or neglect and is aware of the procedures she must follow. However, the childminder has not met a requirement of the compulsory and voluntary parts of the Childcare Register because she does not have a written safeguarding policy. The childminder has attended paediatric first aid training, which provides her with the knowledge and skills required to effectively administer first aid as well as meet the requirements of registration.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, as a result, children make good progress in their learning. The childminder's local authority Early Years Foundation Stage review training and training in 'Observation and planning' has helped her understand and implement the Early Years Foundation Stage. Additionally, she uses a guidance book to help her make practical approaches to implementing the Early Years Foundation Stage. As a result, the childminder provides a programme that promotes the seven areas of learning and is tailored to each child's needs and interests. The childminder monitors the educational programme by using suitable government guidance to benchmark children's achievements. Any areas of children's learning which fall behind are set as a focus for her attention. A self-evaluation system has been implemented, identifying strengths and some weaknesses. An improvement plan is in place, which means positive steps are taken to improve children's progress over time.

Children and families benefit from the friendly relationships that exist between the childminder and parents. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. A regular two-way flow of information is achieved by daily discussions, sharing of children's daily diaries and children's assessment folders. As a result, children's and families' needs are met. The childminder has developed links with the local authority workers and local schools to ensure the setting meets children's care and educational needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

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

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	EY222569
Local authority	Wolverhampton
Inspection number	872480
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	27/01/2009
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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