

Inspection date	08/04/2014
Previous inspection date	01/12/2009

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 are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with interesting and challenging play which covers all areas of learning.
- The children form secure attachments and positive relationships with the childminder and her family as she provides them with a warm and welcoming environment.
- The childminder ensures children are safeguarded. Her home is safe, secure and well-organised so that children can move safely and confidently. They access a good variety of resources which encourages their confidence and independence throughout the day.
- Partnerships with parents are strong. This, together with the childminder's good knowledge of child development results in accurate assessment of children's development and progress.

It is not yet outstanding because

- While there are good links with local schools and sharing of information around everyday care practices, there is scope to develop this further to include more information linked to children's progress in relation 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 held discussions with the childminder and spoke to children.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's assessments and planning documentation.
- The inspector checked the childminder's qualifications, evidence of suitability and her policies and procedures.
- The inspector took account of views from parents letters.
- The inspector observed children in their play.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 16 and 21 years, in a house in Wednesfield, West Midlands, close to shops, schools and parks. The playroom, kitchen, downstairs bathroom and hallway are used for childminding. There is access to an enclosed outdoor play area. The childminder attends activities within the local area. She collects children from the local schools and pre-schools. There are currently seven children on roll, of which five are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Thursday. She is a member of the Professional Association of 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:

- build on established relationships with local schools in order to better share information regarding children's learning and development, in order to further support continuity in the approach to promoting children's progress.

Inspection judgements

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

Children are happy and actively engaged. This is because the childminder understands how they develop and learn and provides a variety of stimulating experiences that motivate children and capture their imagination. For example, young children show high levels of concentration as they make their own Easter cards using a variety of materials which they can independently select and arrange. They choose pencils to 'write' inside and receive praise and encouragement from the childminder, which develops their confidence and self-esteem. The childminder regularly observes children and records her observations within children's learning journals. These enable her to monitor and assess children's progress and identify any areas for development. She plans activities to meet the individual needs of the children and to support their future learning. Children enjoy looking through their learning journal and the photographic displays on the walls in the playroom, which show the children being involved in a variety of activities. These help children to recognise their own achievements and to feel valued and respected.

The childminder's teaching is consistently good and, as a result, children make good progress and are developing the skills needed in preparation for school. The childminder participates well in children's play as she gets down to their level and allows children to

take the lead. She consistently listens to the children, asks appropriate questions and develops their imagination. Children are actively encouraged to solve problems. For example, a child makes a watch to wear while dressing up. The childminder supports the child to identify key features of a watch and to work out how to attach the watch to the child's wrist. Further understanding of the concept of time is reinforced by the childminder in association with the daily routine. Children enjoy singing sessions with the childminder as they take turns to choose a picture of a nursery rhyme character from a bag and sing the associated rhyme. They have access to a variety of books, which are attractively displayed and easily accessed. As a result, children's early literacy and mathematical concepts are developed well through their play.

Relationships with parents and carers are strong and feedback, in the form of letters and cards, is very positive. Parents write about the 'lovely, caring environment' and how the childminder provides 'engaging, meaningful activities'. Parents are encouraged to provide information about their child when they first start at the setting, and to show an interest in the children's learning journals, which include photographs and observations of the children's play, together with samples of work. These, together with detailed assessment of the child's learning and development, including the progress check at age two, provide an accurate assessment of each child's stage of development and show good progress over time. Parents are given the opportunity to take their child's learning journal home and provide comments. There is regular verbal sharing of information between the parents and childminder.

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

Children are at ease in the childminder's care and share warm relationships with her and her family. Children are confident to approach her to ask for help. As a result, children's emotional well-being is well fostered. She offers a comfortable, inviting and child-friendly environment where there is plenty of space for them to play and rest. Children have access to a playroom, kitchen and the downstairs bathroom. They are provided with individual towels hung on named pegs, which are in different colours so that each child can easily recognise their own towel and use it independently to maintain good hygiene. Established care routines means that children are encouraged to wash their hands after using the toilet and before meals. Children bring their own healthy lunchboxes and drinks bottles from home and sit around a small table to have their meal and snack, to enable them to eat sociably with the other children.

Behaviour is good and any interventions that are needed are sensitively handled. Children have access to a wide range of resources. These are attractively stored and displayed at child height in containers which are labelled and well organised, allowing children to select them without help. Children's independence is further supported when they make their own gloop by spooning corn flour onto individual trays and pouring on water from small jugs unaided. They are encouraged to share resources and help each other as they wash the equipment after playing in gloop. Daily opportunities for fresh air and exercise are provided for the children during their walks to and from school and when playing in the garden. Children are taught how to keep safe through regular fire drills and learning about road safety when they go out. Thorough risk assessments ensure the safety of children in

the setting and on outings.

The childminder works closely with parents to share relevant information which supports a smooth transition into her care and enables the childminder to identify clear starting points and plan activities based on the child's interests. Children's social development is enhanced through regular community activities. For example, the childminder takes the children to 'clap hands' sessions at a local school, where young children join in with the elderly for an active singing session. Older children attend the local playgroup for a few sessions a week in order to socialise with their peers. The children become familiar with the staff and buildings when they collect older children from school. Established relationships with local schools and settings mean that information around children's care routines is shared verbally on a daily basis. However, there is room to strengthen these partnerships so that there is a more effective method for sharing information and complementing the children's learning and development in order to provide continuity and support children's transition on to the next stage of their learning.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Consequently, her knowledge of appropriate child protection procedures is secure. Comprehensive and well written policies carefully outline her procedures and responsibilities. Written risk assessments are in place, which clearly demonstrate how the childminder addresses any potential hazards to ensure children's safety is promoted at all times. Children are only released into the care of authorised individuals and all adults living in the home have been appropriately vetted.

Educational programmes cover all seven areas of learning with a strong emphasis on the prime areas of learning, which is appropriate for the age and stage of development of the children and their times of attendance. The childminder monitors the children's development, identifying next steps and ensuring they are making good progress. She has experience of caring for children with special educational needs and/or disabilities. The childminder constantly reviews her practice and has met the recommendations raised at the last inspection by displaying her planning and activities on the playroom wall for parents to view and reviewing her risk assessment process to make them more robust. She recognises her strengths and has clear plans in place for further improving the setting and identified training courses which will enhance her own skills. The childminder keeps up-to-date with her training and has attended safeguarding training and her first aid certificate is up-to-date.

The childminder demonstrates an understanding of the importance of partnership working with external agencies, in order to support individual children's progress and needs. She meets with other local childminders and is supported by the local authority advisors.

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	403402
Local authority	Wolverhampton
Inspection number	868999
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	01/12/2009
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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