

Inspection date	14/04/2014
Previous inspection date	11/06/2009

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

- The childminder uses her knowledge of how children learn to provide activities based on their likes and interests. As a result, children are engaged in purposeful and developmentally appropriate play.
- The childminder is fully committed to building strong attachments with children and this has a positive impact on their emotional development. As a result, children are confident and highly engaged in their learning.
- Children benefit from the effective partnerships that exist between the childminder and their parents. Regular communication ensures information is shared to enhance their care and learning.
- The childminder's home is safe and good steps are taken to reduce potential dangers, including her responsibilities with regard to child protection. Therefore, children are fully safeguarded.
- The childminder actively seeks and shares advice and guidance with other childcare professionals, in order to support children's care and education effectively.

It is not yet outstanding because

- There is scope to enhance the very good monitoring of children's progress so that activities extensively challenge children to help raise their attainment to the highest level.

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 as children played, speaking to them when appropriate.
- The inspector spoke to the childminder about the daily routines and children's individual learning.
- The inspector looked at policies, risk assessments, children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and family members and other legal requirements.
- The inspector looked at evidence of self-evaluation, including the views of parents spoken to on the day.

Inspector

Kim Barker

Full report

Information about the setting

The childminder was registered in 2003 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 14 years in Wolverhampton. The whole of the ground floor and an enclosed garden are used for childminding. The childminder collects children from the local schools and pre-schools and attends playgroups on a regular basis. There are currently 18 children on roll, of which eight are in the early years age group and they attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a National Vocational Qualification Level 3 in Childcare and Education and 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:

- consolidate the process to monitor and track the progress of children, so that over time activities extensively challenge children to help raise their attainment to the highest level.

Inspection judgements

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

Teaching and learning is good and children are well supported to make good progress, taking into account their starting points and capabilities. The childminder collects valuable information about children's interests, likes and dislikes from parents during the settling-in period. She uses this information and her own observations as a starting point for how she will support children to learn more. The childminder plans a well-organised mix of adult-led and child-initiated activity, using themes as a focus to engage children in learning through play. For example, Easter is used as a starting point to plan activities in all seven areas of learning and development. She responds to children's individual learning and development needs by making daily changes to support their interests and needs. For example, children who have only recently become confident in walking are sensitively supported to climb up and down the step into the garden, encouraging children to gain control and improve co-ordination in their physical development. The childminder's dedicated playrooms and well-organised routines ensure that children have easy access to a broad range of toys and resources that encourages learning. Their self-confidence grows as they engage in purposeful and developmentally appropriate play, checking back with the childminder for reassurance, as they question how to write familiar numbers. As their achievement is praised, children feel confident and encouraged to keep trying, strengthening their mathematical and physical development skills.

Detailed observations and next steps for learning are imaginatively collected in individual development records that are shared with parents. However, the system for monitoring children's assessments is not fully embedded into practice to ensure that activities extensively challenge children to help raise their attainment to the highest level. Nevertheless, the broad range of resources and activities provided by the childminder ensures that they are engaged and enthused in play. Indicating, teaching that is rooted in a good knowledge of the Early Years Foundation Stage. For example, the childminder skilfully plans activities for all of the children in her care. She provides a large cardboard playhouse and older children are encouraged to decorate it. They imaginatively explore the use of different resources and materials to experiment with colour and texture. This also encourages speaking and listening through the use of open-ended questions and reassurance. While babies crawl inside of the house and she plays peek-a-boo with them, they delight in the interaction. As a result, children's physical development and communication and language are reinforced by these purposeful interactions.

Regular assessment of children's development is used to map their progress, systems devised for evidencing and tracking children's learning, show that the childminder has a secure knowledge of how children learn. She is aware of the requirement to provide parents with a progress check at age two and completes and shares this where necessary. The childminder has effective relationships with parents and other settings so that important information about children's achievements that complements and enhances children's learning is shared. As a result, children benefit from the effective partnerships that promotes continuity in their learning. Overall, the childminder has a good understanding of the learning and development requirements and supports children well so that they develop skills in readiness for nursery class and school.

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

Detailed information in the childminder's welcome pack covers all aspects of the safeguarding and welfare requirements and ensures that children and parents feel welcome in her home and confident in her abilities. She engages very well with parents to gain all necessary care and educational information to ensure children's interests, likes and dislikes are considered when preparing for their attendance. This results in children who feel safe, secure and are settled and ready to learn. The childminder has a good awareness of children's emotional needs and places an emphasis on building attachments with them. For example, parents report that their baby happily holds out his arms to be handed over to the childminder when they arrive in the mornings. She further promotes children's personal, social and emotional development in managing children's feelings and behaviours by encouraging them to get along with each other. For example, when a baby attempts to take building bricks from an older child, they offer a selection of bricks so the baby can play happily alongside.

Children are taught about the importance of leading a healthy lifestyle. The childminder walks to and from school each day and includes regular opportunities for physical play in her garden. Ensuring they get fresh air and exercise and develop their physical skills. She actively encourages the healthier choice of playing outdoors, when older children ask to go indoors to play on a computer game. Resulting in, children gaining an understanding of

how fresh air and exercise contributes to good health. Children are provided with water throughout the day, which means they remain well hydrated and comfortable. Parents provide packed lunches and healthy snacks for their children, which the childminder ensures are stored appropriately. The childminder encourages children to look after themselves and develop their independence. For example, older children ask politely if they can go to the toilet and manage their toilet needs themselves, following appropriate hygiene routines. They dress and undress when going outdoors and transport resources around the environment safely. Tissues are readily available to wipe their noses, they learn to put their rubbish in the bin and independently wash their hands. These developing skills go some way towards preparing children for school.

The childminder is a good role model for children. She encourages them to tidy toys away before moving onto the next activity. Behaviour is good; children are polite and use their manners well when talking to the childminder, each other and visitors. The childminder makes good use of handovers to effectively communicate with parents their children's individual needs and any messages from school are shared appropriately. The garden is organised well, as physical activities are kept separated from quieter activities. For example, babies are safe playing quietly on a mat, as older children use larger equipment on a grassed area. Children are well supported in taking appropriate risk as they play outside with developmentally appropriate supervision and encouragement from the childminder in learning new skills. The childminder guarantees children's safety through robust written risk assessments and ongoing consideration of everyday risk, in a daily checklist. Childminding areas of her home and garden have been assessed and appropriate steps taken to minimise potential risk. As a result, children independently move safely within the areas available to them.

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

Leadership and management is good. The childminder has a secure knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This is reinforced through a passionate and committed attitude towards her work with children and the importance of supporting their welfare and development. The childminder has a good understanding of safeguarding and the procedures to follow if she has any concerns about a child in her care, including what she would do if an allegation were made towards her or her family. All required documentation and records are clear and well-written. The childminder understands about informing Ofsted of any significant events and all adults within the home have completed suitability checks, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and there are clear boundaries around the use of mobile phones. The childminder has developed a plan to ensure continuity of care in the event of an emergency or adverse weather. As a result, her practice is effective in underpinning children's safety and welfare.

The childminder seeks out additional training opportunities to further her professional development. Self-evaluation is used to critically reflect on her practice, highlighting strengths and areas for improvement. For example, the effectiveness of how she uses observations and records children's next steps in their development and how to link them

to planned activities, has led to personal reflection on how this can be improved. The childminder regularly tracks children's development. However, there is scope to embed this system to help raise children's attainment to the highest level. She uses her knowledge of how children learn and how to support individual children's progress to monitor the breadth of areas of learning within planned activities.

Partnerships with parents and other professionals are strong, which contributes significantly to children meeting their full potential. Feedback from parents is positive; they are very happy with how the childminder focuses on ensuring that children settle happily into her home. There are clear procedures in place and permissions gained from parents to promote individual children's health and safety needs. All information is safely recorded and shared with parents, encouraging effective communication. The childminder understands about the importance of carrying out the progress check at age two and completes and shares this where necessary with parents. She has strong relationships with other local settings and this results in effective communication when children attend more than one provision, which enables them to work together to support children's learning. This demonstrates how partnerships contribute significantly to children meeting their full potential. The childminder makes very good use of professional support networks and other local childcare professionals. Who she meets up with regularly for peer support and encouragement. As a result, she has more opportunities for regular reflection of her practice that have a positive impact on learning outcomes for children.

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	EY252648
Local authority	Wolverhampton
Inspection number	860362
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	11/06/2009
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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