

Inspection date

Previous inspection date

15/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's teaching is good. As a result, all children make good progress from their starting points. The activities are interesting and challenging and are based on children's next steps in learning.
- The environment is welcoming and well resourced. The childminder uses the resources well to build on children's interests in their learning. Therefore, children are stimulated well throughout the day.
- The childminder has a good knowledge of children's development and works well with parents to support learning at home. The childminder uses her training and development effectively and extends children's learning through ideas from parents.
- The childminder has a sound knowledge of how to protect children from possible harm or abuse so children are safeguarded well.

It is not yet outstanding because

- Books are not always used to extend children's knowledge and understanding further in other activities.
- Children's understanding of the importance of a healthy diet and exercise could be improved further by the childminder.

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 spoke with the childminder at appropriate times and observed activities in the downstairs areas.
- The inspector viewed a selection of all relevant documentation, including: policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with children and joined their play throughout the inspection.
- The inspector checked the qualifications of the childminder and the suitability of all adults living and working on the premises.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Perton, Wolverhampton. Four rooms downstairs and the rear garden are used for childminding. The childminder attends parent and toddler and playgroups, at local schools and community centres. She visits the shops and park on a regular basis and takes trips out into the local area. The childminder collects children from the local schools. There are currently two children on roll, one of whom is in the early years age group, they attend for a variety of sessions. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of Professional Association for Childcare and Early Years and the local Lakeside Childminding Group.

What the setting needs to do to improve further

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

- extend literacy development further by using books in a variety of ways to extend children's knowledge
- maximise children's understanding of a healthy diet and exercise through meaningful conversations and observing the impact exercise has on their bodies.

Inspection judgements

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

The quality of teaching is good. The childminder provides a varied range of activities and experiences that are well matched to the individual developmental needs of all children. The childminder engages children well in their learning by capturing their imagination and focus. At adult-focused time, children maintain their concentration well, they move through a different range of activities as their interest develops. For example, they start by painting shells, move on to printing using rocks and then to water play with shells and rocks. As a result, children are highly motivated in their learning. Teaching is effective and is well matched to the individual needs of all children. This is because it is based on the childminder's secure knowledge of children's development. As a result, all children are making the expected progress towards the early learning goals. The childminder has high expectations of children and she is very committed to supporting them to reach their optimum levels of achievement. The childminder ensures the youngest children develop good communication skills, social and physical skills. For example, she ensures younger children become competent in their self-care skills and have a wealth of opportunities to socialise with others. The childminder has a good knowledge of how to support children to

acquire the skills they need to be ready for school. She works well with the local schools to establish how to best prepare children for the next stage in their learning.

Starting points in children's learning are identified well by the childminder. She seeks information from parents when children start and uses this information, along with her own observations, to identify children's initial stages of development. Any children who start below the expected level of development are identified quickly so that support can be given to help maximise children's future learning. For example, the childminder supports children's speech and language development through one-to-one activities. Parents are kept informed of their children's progress on regular basis to keep them well informed. Partnership working is enhanced further as the childminder invites parents to share information about children's learning at home and to bring in resources to extend their experiences in the setting. The childminder has not yet had an opportunity to complete the progress check for children between the ages of two and three years. However, she demonstrates a sound knowledge of how to complete it and the importance of sharing the outcome with parents. Observations capture children's key achievements and interests. They are used well to plan activities that are well matched to the children's individual learning needs.

The childminder supports social and communication skills effectively as she models language effectively. Children respond well to the childminder and initiate new conversations that interest them. Learning is extended purposefully as the childminder builds on children's current interests and develops their learning in a variety of ways. Children bring in sea shells from home and are encouraged to recall their recent trip to the seaside. They then paint the sea shells which they add to the sandpit in the setting. They mix colours as they paint and enjoy experimenting with the different effects. Children's physical skills are supported well through the use of the good range of resources available. A variety of activities encourage children to make marks with a range of materials; they develop their learning as they start to give meaning to the marks they make. Literacy development is supported generally well. However, the childminder does not always give children the opportunity to use books alongside other activities. Consequently, children's knowledge is not always extended through the use of books.

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

Children understand how to keep themselves safe. They understand the safety rules, such as not going up the step in the garden. Children are confident in their surroundings and are reassured by the familiar routine so they develop a sense of security. The routines of the day are well organised and children understand what will happen next. The childminder encourages children to be polite. For example, when children forget to say 'thank you' at snack time, they are reminded of the importance of good manners. The childminder is very responsive to children's behaviour and she sets out her expectations so that they understand what is expected of them. For example, children are reminded not to throw balls inside the setting in case they cause damage. As a result, children are well behaved.

Children take physical exercise on a daily basis and this is encouraged by the childminder

through regular walks and outdoor activities. Children have some understanding of the importance of exercise and fresh air and why this is good for them. However, the childminder does not extend this learning fully through purposeful conversations and by helping children to understand the impact exercise has on their bodies.

The indoor and outdoor environments are very stimulating and support children's learning well. Resources are of high quality and stored effectively to allow children to access them freely. Children independently choose resources, which provide rich learning opportunities, from a variety of areas. As a result, they are able to follow their interests and extend their play and critical thinking. The atmosphere is calm and nurturing and this enables children to thrive and supports their emotional well-being. Children have a very strong bond with the childminder and show affection for her. They are relaxed and happy when in the childminder's care. Children settle quickly when they start at the setting. This is because the childminder develops good partnerships with parents and ensures that children's personal care routines are met well. Regular information is shared between parents and the setting, which the childminder uses to adapt her care practices. Children manage their personal hygiene and care needs well. They learn how to use the toilet independently and are encouraged in this by the childminder. As a result, children are becoming well prepared for the routines of school. The childminder has good links with the local school. These links support children's smooth transition to their next stage of learning.

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

The childminder has a good awareness of the safeguarding and welfare requirements. She has attended child protection training, to give her a secure knowledge of how to safeguard children from abuse. She is knowledgeable about the local child protection procedures and understands the correct procedures to follow if she has a concern about a child in her care. The childminder and other adults living on the premises complete appropriate checks in order to ensure they are suitable to have contact with children. All aspects of children's safety are promoted well. The childminder takes steps to ensure all risks are identified and that hazards are reduced through effective procedures. The house is kept secure to prevent intruders from entering and all visitors to the home are recorded.

The childminder has completed robust training prior to registration and is committed to updating her knowledge regularly. She continues to build on her professional development through further study. The childminder regularly reflects on her performance and receives feedback from her local authority co-ordinator and her local childminding group. This enables her to identify strengths and weaknesses in practice. She makes changes to ensure that she continues to improve. Policies and procedures cover all requirements and are updated regularly to reflect changes. These are shared with parents to keep them up to date about how the provision operates.

The childminder has a good understanding of the learning and development requirements and as a result, they are met effectively. She has a detailed understanding of child development and, therefore, knows what progress children should be making. As a result, the childminder is able to make sure children make good progress and is able to act

appropriately when interventions are required. The childminder knows all children very well, including their next steps in learning and their interests. Consequently, she ensures that the planning of activities is well-matched to all children's needs and that they are provided with challenging experiences on a daily basis. Self-evaluation is recorded well as a written summary, which clearly identifies the childminder's strengths and priorities for improvement. The childminder takes into account the views of parents, children and the local authority. Through partnership working, self-evaluation has brought about good partnerships with parents. As a result, the parents are engaged well and can effectively support their children's learning at home. For example, the childminder shares ideas with parents, through detailed daily exchange sheets.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY467816
Local authority	Staffordshire
Inspection number	945471
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	not applicable
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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