

**Inspection date**

04/06/2014

Previous inspection date

12/01/2009

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

1

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 provides a very safe environment as she takes effective action to ensure the safety of the premises, indoors and outside. She has a very good understanding of safeguarding procedures.
- Effective information sharing with parents and providers who may be involved in the care and learning of the children are good. This helps parents to support their child's learning in the setting and to continue this learning at home.
- The childminder provides a wide range of stimulating activities and resources. This, along with the good quality teaching practice, supports children to become motivated learners. As a result, children are making good progress in their learning and development.
- Children are happy and settled in this welcoming setting. They have good attachments to the childminder who is attentive to their needs. As a result children explore the environment with confidence as their emotional well-being is well supported.
- The childminder has a good understanding of the strengths and weaknesses of her setting and involves parents and children in the setting's self-evaluation process.

**It is not yet outstanding because**

- The childminder does not consistently give children sufficient time to answer or think about their responses to questions that she asks. This does not support children to put their thoughts into words to further support their language 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 observed activities in the playroom and the outside play area.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the childminder's self-evaluation and improvement plan.
- The inspector viewed areas used for childminding and had discussions with the childminder throughout the inspection.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector conducted a joint observation of an activity with the childminder.

## Inspector

Karen Laycock

## 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 her son aged 21 years in a house in Wolverhampton. A ground floor playroom, a first floor bathroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

### What the setting needs to do to improve further

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

- maximise the opportunities for children to think and process information fully to enable them to develop their language skills to their full potential on a consistent basis.

## Inspection judgements

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

The childminder demonstrates a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage and uses this knowledge to observe and effectively plan for children's learning needs. She has discussions with parents prior to children joining her to find out about each individual child's interests, what they know, like and can do. Children learn through activities that cover the seven areas of learning, which are carefully planned to support children's interests and learning preferences. The childminder shares information with parents about their child's achievements by the use of a 'learning journey' book. The childminder observes the children, takes photographs and makes interesting and informative notes, which she includes in children's development folders. Good priority is given to the prime areas of learning for children under two years of age. The childminder assesses children's progress to help her to identify any gaps in the children's learning. As a result, children make good progress in their learning and development. The childminder completes the required progress checks for children aged between two and three years and provides a written summary to parents. This helps to keep parents informed of their children's development.

For the vast majority of the time the childminder uses effective teaching strategies. However, on occasions she limits the opportunities for children to think and process information to fully develop their language to their full potential. She has a tendency to ask too many questions or answer the questions herself, without allowing sufficient time

for children to respond. This does not fully promote opportunities to develop children's thinking skills. Consequently, this does not support children to put their thoughts into words to further support their language development. Overall, teaching is good as the childminder is constantly attuned to what the children are doing. She knows when it is appropriate to intervene to support and extend their learning opportunities. Mainly, children's communication is supported well by the childminder. Together, they share many interesting discussions and the childminder introduces new vocabulary. Children have access to many books to ensure that they see words in print and to promote their early literacy skills. Children's confidence and mathematical skills are promoted as they take an active part in singing action and number rhymes.

Children are encouraged to learn about numbers and shapes as they take part in a sensory activity. The childminder uses this opportunity to extend the children's vocabulary using words, such as 'hexagon', 'oblong' and 'rectangle'. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Children freely help themselves to resources, such as, pencils, pens, crayons and felt pens to draw pictures of what they see and to make marks. This supports their small physical skills and promotes their early writing skills. The childminder joins in their play as they explore and investigate electronic toys, pushing buttons and turning wheels. The childminder is aware of children's individual interests and ensures that resources to match these are accessible. For example, children are excited to take two-way radio transceivers on their walk to the local school and talk about this with enthusiasm. This means that the children are motivated learners, keen to be engaged in the activity.

Children have good opportunities to promote their physical skills. For example, the children swerve and twist as they play dragons and witches during role play. Children are encouraged to learn to share toys and play together in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills. Children demonstrate that they are confident and are developing the skills and attributes they need to be ready for school. For example, they demonstrate listening skills and learning to follow instructions as they help to tidy the toys before snack time.

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

Settling-in sessions, individual to the needs of each child, help to make the move from home to the childminder's care easier. The childminder obtains useful information about the children. For example, initial details about care routines and likes and dislikes are shared through completion of several documents. This means children's needs are well met from the outset. This helps children to settle quickly and happily into the childminder's setting. As a result they are confident to seek emotional support from her when they need this. The childminder has a calm, caring and patient manner and she gives the children individual attention, which helps to ensure that each child feels valued. Children move freely around the childminder's setting and enjoy playing with the many resources available. This promotes their confidence and independence. The childminder displays the children's work on the wall to promote their self-esteem and to inform the children that

their work is valued. The childminder is a good role model, treating the children with kindness, politeness and respect. The childminder ensures that the children are aware of her expectations regarding their behaviour in her setting. For example, she has basic house rules, such as, using manners, helping to tidy away the toys and being kind to each other. This supports children to respect one another and understand appropriate boundaries. Consequently, children behave well and develop good social skills. This, along with the childminder helping to develop their literacy and numeracy skills, prepares the children for their move on to school when the time comes.

Healthy lifestyles are promoted as the childminder encourages the children to eat a healthy diet and try different foods. The childminder provides snacks that are freshly prepared and include a variety of fruits and vegetables. Children are encouraged to develop their independence skills. For example, they are supported to manage their own toileting needs and to use the soap dispenser when they wash their hands. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Consequently, they are developing a secure understanding of the importance of healthy lifestyles.

The childminder is vigilant about children's safety. She supervises them well at all times and supports children to learn to manage risk and keep themselves safe. For example, children are encouraged to help the childminder check for hazards that may harm them, when they visit new places. The childminder enables children to learn to take safe risks under her close supervision, such as when using larger equipment at the local park. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have and there are thorough records maintained for accidents and any medication administered.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All adults living and working in the setting have undergone relevant suitability checks, which ensures that children are cared for by suitable people. The childminder has a sound awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. A written safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder has carefully considered the safe use of mobile telephones and cameras and this is included in her policy. The childminder ensures that her setting is safe and secure to protect children from harm. She undertakes comprehensive risk assessments for her setting and all outings, and reviews these regularly to ensure that they meet the current needs of the children attending. This helps ensure that children are well protected from harm.

The childminder uses her thorough knowledge of the learning and development requirements, as well as observations of children's learning, to assess the children's abilities and monitor their progress. This information, alongside their current interests, is used to plan for each individual child's needs. The childminder tracks children's progress against expected milestones and can confidently discuss children's stage of development and explain the progress they make. The childminder identifies where children start in their learning and development, meaning that she can measure the good progress they make in her care. This tracking also means that she can quickly identify if children's learning does not meet expectations, in order to seek additional support. This, together with the childminder's good quality teaching, means that all children are making good progress towards the next stage of their learning. This reflects the childminder's commitment to achieve the best possible outcomes for the children. The childminder has a clear commitment to improving the service she provides and has completed a focused improvement plan, which clearly identifies areas of improvements made and those requiring further development. She accesses training and support from external professional agencies to further develop her skills and knowledge. The childminder encourages parents and children to express their views on her setting and welcomes their feedback to use for her continual development. Comments from parents include 'my child loves coming here' and 'I can really see my child learning'.

The childminder is professional and organised, striving to do whatever she can to become an outstanding practitioner. She has a good understanding of the strengths and weaknesses of her setting and involves parents and children in the setting's self-evaluation process. The childminder has identified that she would like to give the children more experiences outside of the setting. As a result, she has reorganised her schedule to support her in developing the children's understanding about the wider community in which they live. Effective partnerships with parents are established from the onset of placements. Ongoing information sharing ensures that the childminder is well informed to meet the changing needs of the children. The childminder has established very good links with external professional agencies, local schools and other providers attended by the children and this helps to promote consistency of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	251844
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	854793
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/01/2009
<b>Telephone number</b>	

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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