

Inspection date	09/06/2014
Previous inspection date	23/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 has a secure understanding of how to safeguard children and promote children's good health. Her setting is very well maintained, all potential hazards are minimised, so children can move around the space freely and safely.
- Children are motivated to learn because the childminder provides a wide range of interesting activities which capture their interest. This, along with the good quality teaching practice, means that children make 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.
- Partnerships with parents are strong. This benefits children as their care and learning experiences are personalised, so that their individual needs are fully met.
- The childminder monitors and evaluates her setting to ensure her practice is constantly evolving and improving, which enhances children's experiences over time.

It is not yet outstanding because

- The childminder has not developed a system to exchange information on children's next steps, with other providers and schools that children attend, to enhance continuity of learning between settings.

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, kitchen 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 2006 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 aged 16, 14 and 11 years, in a house in Wolverhampton. The playroom, dining room, kitchen and toilet on the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a cat as a pet. The childminder attends a toddler group and activities at a local playgroup. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates during term time, from 8am to 5pm, 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:

- strengthen information sharing with others providers and schools that children attend, to promote a more cohesive approach to moving children forward in their learning, such as by sharing children's next steps.

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 works closely with parents from the start of the placement to support children's learning. She gathers information from parents about what children are interested in, combining this with initial observations to identify children's starting points. 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 journal book. The childminder observes the children, takes photographs and makes interesting and informative notes which she includes in children's development folders. 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 between the ages of two and three years, providing a written summary to parents. The childminder understands the importance of children meeting their expected levels of attainment in the prime areas of learning. The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Children help themselves to resources, which are freely available, such as pencils, pens and crayons to draw pictures of what they see and to make marks.

This supports their small physical skills and promotes their early writing skills.

Teaching is good because the childminder demonstrates a secure understanding of how children learn through play. Her planning provides children with a wide range of exciting and challenging experiences, taking into account their individual interests. For example, the childminder encourages children to experiment with ice, by linking the activity to their favourite film. This means that the children are motivated learners, keen to be engaged in the activities. She knows when it is appropriate to intervene to support and extend their learning opportunities. The childminder joins children in their play and fosters their language development through many conversations. During role play the childminder encourages the children to recall their own experiences. The children learn to listen attentively to what each other has to say. This develops their communication and language skills as they extend their vocabulary and learn from each other. The childminder asks the children searching questions, such as 'where will you get the ham from?'. This prompts the children to talk about the shops they visit and their own personal experiences. This helps to promote children's thinking skills and language development. Children's confidence and communication skills are promoted as they take an active role in singing their favourite rhymes. They have access to many books to ensure that they see words in print and to promote their early literacy skills. Children are encouraged to learn about numbers and shapes as they take part in a weight and measurement activity. Children are supported to learn about simple everyday information and communication technology as they use laptops and tablet computers.

Children have good opportunities to promote their physical skills. For example, outdoors the children use their whole bodies as they jump and balance on the trampoline. 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 learn to follow instructions as they help to tidy away the toys in the garden.

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

Children are happy and settled in the childminder's care. This is because she takes time to work with parents, to get to know the children and their routines. In addition, she invites children for flexible settling-in sessions to help children to become familiar with the childminder and her family. This helps to support a smooth transition from the children's home into the childminder's care. 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. Children readily go to her for cuddles and reassurance. As a result, their emotional well-being is effectively supported. The childminder shows a genuine interest in what the children do and say. Children welcome her interaction and she spends time joining in with their spontaneous play. Children's self-esteem and confidence is continually nurtured through the praise and encouragement they receive. Children enjoy playing with

the many resources available, moving confidently around the childminder's setting. The childminder is a good role model, treating the children with kindness, politeness and respect. The childminder uses clear and age-appropriate boundaries for managing children's behaviour. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing and having good manners. This, along with the childminder helping to develop their literacy and numeracy skills, prepares 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. Children bring their own healthy lunch packs, and the childminder provides snacks that are freshly prepared and include a variety of fruits and vegetables. The childminder supports children well to develop the confidence, independence and skills they need, as they move onto the next stage in their learning at nursery or school. This is done through everyday routines, such as encouraging children to dress themselves, manage their own toileting needs and on trips to local toddler groups, where children are able to socialise with their peers. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. The children use their bodies to twist, turn, bend and stretch as they chase after bubbles outside, squealing with delight as they catch them. Consequently, the children are developing a secure understanding of the importance of healthy lifestyles.

The childminder is vigilant about children's safety and supervises them well at all times. She supports children to learn to manage risk and keep themselves safe. For example, she teaches them how to cross the road during outings and to sit on the small chairs correctly, so that they do not fall. The childminder enables children to learn to take safe risks under her close supervision, such as when accessing more challenging equipment in 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 knowledge of the welfare and learning and development requirements. These are successfully met to help ensure that children learn and develop well, and are kept healthy and safe. The childminder fully understands her responsibility to safeguard children. She has clear policies in place which she shares with parents from the start of any care arrangements. The childminder has attended safeguarding training to strengthen her knowledge and ensure her practice is current. In addition, she is confident about the action she would take if she had a concern about a child in her care. The childminder has carefully considered the safe use of mobile telephones and cameras, and this is included in her policy. All adults living and working in the setting have undergone relevant suitability checks, ensuring that children are cared for by suitable people. Children are kept safe inside and outdoors; effective risk assessments are carried out for her setting and all outings, to ensure that any possible hazards are minimised.

The childminder uses her thorough knowledge of the learning and development requirements to monitor children's progress and the educational programmes effectively. She uses observations of children's learning well to assess the children's abilities. This, together with the childminder's good quality teaching, means that all children are making good progress towards the next stage of their learning. Children are offered a wide variety of challenging and stimulating activities, appropriate to their needs and interests. This supports them to make progress in all areas of learning. The childminder provide parents with documentation regularly detailing their child's next steps in learning and the progress their child has made towards these. She successfully engages all parents in their children's learning and they contribute regularly to their children's learning journals. However, there is scope to exchange information on children's next steps with other providers and schools that children attend. This shared knowledge can be used to plan together a cohesive approach to moving children forward in their learning.

The childminder is professional and organised, striving to do whatever she can to become an outstanding practitioner. She has good relationships with other childminders in her area and acts upon advice from the local authority advisory team, helping to enhance her knowledge and skills. She reflects upon the care and learning she provides, demonstrating a strong drive for continuous improvement. As part of her improvement plan, the childminder has reviewed how she plans activities to ensure that they are purposeful and clearly link to the early learning goals. The childminder uses effective methods to gather the views of parents and children about the service she provides. She uses this information for her professional continuous development. Comments from parents include 'we couldn't be happier'.

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	EY331650
Local authority	Wolverhampton
Inspection number	849130
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	23/10/2009
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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