

<b>Inspection date</b>	20/06/2014
Previous inspection date	11/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 observation effectively to reflect on what arouses children's curiosity and interests. As a result, teaching is purposeful and developmentally appropriate activities encourage children to learn through play.
- The childminder creates a warm, welcoming environment where children feel safe and secure to investigate the broad range of resources, this impacts well on their emotional development. As a result, children are confident and highly engaged in their learning.
- Partnerships with parents and other professionals are successful. Children's progress is regularly shared and there are regular opportunities to exchange important information through good, effective communication that promotes continuity in their learning and development.
- 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 safeguarded.

#### **It is not yet outstanding because**

- The childminder does not always embrace the characteristics of effective teaching in supporting all children's critical thinking, through the use of open-ended questions in every situation.

## 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, children's individual learning and conducted a joint observation.
- The inspector looked at policies, children's assessment records, planning and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and family members.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation.

## Inspector

Kim Barker

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged seven and four years in Bushbury, Wolverhampton. The whole of the ground floor, one room and the bathroom on the first floor and an enclosed garden are used for childminding. The childminder collects children from the local schools and pre-schools. She attends playgroups and visits the local park, farm and library, on a regular basis. There are currently six children on roll, of whom three are in the early years age group and they attend for a variety of sessions. She supports children who speak English as an additional language. The childminding provision operates all year round, except for family holidays. The childminder holds a National Vocational Qualification in Childcare and Education at Level 3 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:

- focus more precisely on the use of open-ended and probing questions to help children regularly explore concepts and ideas, so they make more links between their ideas and actions and are always motivated and interested in their learning.

### 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 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 uses her secure knowledge of how children learn to plan a well-organised mix of adult-led and child-initiated activity to engage children in learning through play. She skilfully monitors and evaluates her planned activities to ensure that all seven areas of learning are considered. For example, children investigate trickling glue over canvas, and selecting a variety of materials in a creative activity. This skilfully planned activity further extends an experience they have previously taken part in. The childminder observes how children explore and use different materials as they experiment with colour, design and texture. Through meaningful interactions the childminder uses good levels of descriptive language to promote children's speaking and listening. As a result, children are supported very well in learning new words that describes their actions. However, the childminder has not fully developed her already good skills in using the characteristics of effective teaching to encourage children's thinking and curiosity. For example, she does not always use open-ended questions that allow children

enough time to respond and consider what will happen next. Nevertheless, the childminder's dedicated playroom, garden and well-organised routines ensure that children have easy access to a broad range of toys and resources that promotes engagement across all seven areas of learning. Self-confidence grows as they engage in purposeful and developmentally appropriate play. For example, as children roll balls down drainpipes that collect in a tyre at the bottom, they imaginatively develop an understanding of 'up', 'under' and 'down'. Children benefit from being encouraged to keep trying, strengthening their personal, social and emotional and physical development.

Detailed observations and next steps for learning are imaginatively collected in individual learning journals that are regularly shared with parents. The childminder makes many reasonable steps to engage parents in exchanging important information, so that she can complement what children already know and can do, when planning adult-led activities. For example, parents share their child's particular interest in small inter-connecting construction. To ensure that children remain motivated and interested, the childminder effectively integrates this interest into their play. This high level of awareness of how children learn and close meaningful interactions ensures that the prime areas of development are skilfully promoted. The childminder responds to children's individual, learning and development needs by including their next steps for their development in planned activities and during incidental play until she is confident their learning is secure. For example, to promote children's small muscle skills, she provides tweezers during a creative activity and water and brushes to encourage mark making. As a result, children are gaining some required skills to prepare them for the next stage in their learning. The childminder ensures children remain effectively challenged through the extension of activities. She uses her secure knowledge and understanding of how children learn as she adds additional resources to extend physical play in the sand. For example, figures and animals get covered in sand as children make tracks in the sand with cars. As children play imaginatively, they begin to build stories around how their toys need to have a bath to get clean.

Regular assessment of children's development is used to map their progress. Systems devised for assessing and tracking children's learning clearly highlights any gaps in their development in order to consider any intervention. The childminder fully understands the procedures to follow in seeking any necessary early intervention. Support for children who speak English as an additional language is purposefully reinforced. For example, the childminder liaises with parents to find out key words and she provides some dual language books to encourage children's communication and language development. There are many, good interactions and opportunities for children to engage in conversation, supporting their speaking and listening skills. For example, the childminder, names resources and actions, she asks questions and repeats familiar and new words they are learning. This clear evidence indicates, teaching, that is rooted in a good knowledge of the Early Years Foundation Stage. 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 very 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

The childminder places a high priority on establishing relationships and welcoming children and their families into her home. Initial information, outlined in her welcome pack, ensures she engages very well with parents to gain all necessary care and educational information. This means children's interests; likes and dislikes are considered when preparing for their transition to the childminder's home. This results, in children who feel safe, secure and are settled and ready to learn. The good information the childminder shares with parents, covers all aspects of the safeguarding and welfare requirements and ensures that parents feel welcome in her home and confident in her abilities. The transition is further promoted as the childminder provides a named coat peg and displays photographs of all of the children in her care. This reinforces their sense of belonging, resulting in children being confident to explore and investigate their surroundings and make good progress. The childminder has a good awareness of children's emotional needs and places an emphasis on building attachments with children. As a result, parents comment positively, that they are extremely grateful to the childminder for making the transition so easy and pleasant. 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 adults and visitors. She makes good use of handovers to effectively communicate with parents their children's individual needs and any messages between other settings are shared appropriately. The dedicated playroom and garden is organised well, as a result, children have easy access to a broad range of toys and resources. The childminder has identified and resourced a small sensory area, where children can go, to be either on their own or play quietly in pairs away from others. As a result, children's self-confidence and self-awareness is promoted.

The childminder's high expectations and clear boundaries ensure that children understand and respect her house rules. For example, they do not run indoors and they ask politely when they would like to play in the garden. The childminder ensures children's safety through clear written risk assessment of regular trips and outings. Areas of her home and garden used for childminding have been assessed and good steps taken to minimise potential risk. As a result, children independently move safely within the areas available to them. Children learn about keeping safe as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. They are well supported in understanding risk when they are outside of the childminder's home as they find a safe place to cross the road. The childminder uses her high level of awareness of how children learn, to provide an individual developmentally appropriate level of support, so they are skilfully encouraged to take appropriate risks. For example, as children attempt to climb up onto a swing, she encourages them, making sure they are holding on tight with two hands before pulling themselves up. They benefit from receiving continuous praise and encouragement for their efforts and achievements. This promotes children's self-confidence and self-awareness and their physical development is enthusiastically supported.

Children are taught about the importance of leading a healthy lifestyle through regular opportunities for physical play in the childminder's garden, as they walk to and from

school and regular trips to local parks. This ensures they get fresh air and exercise and good opportunities to develop their physical skills. As a result, children gain an understanding of how exercise contributes to good health. Children are encouraged to eat a healthy diet. The childminder ensures children's dietary needs are met following discussions with parents. Children are provided with drinks throughout the day, which means they remain well hydrated and comfortable. The childminder involves the children in helping to prepare a healthy snack, supporting their independence, encouraging personal choice and engaging them in conversation that supports their speaking and listening in everyday situations. The childminder encourages children to look after themselves and further develop their independence. For example, children ask politely if they can go to the toilet and manage their toilet needs themselves, following appropriate hygiene routines. Tissues are readily available to wipe their noses, they learn to put their rubbish in the bin and independently wash their hands. As a result, children gain self-confidence, self-awareness and an understanding of their own needs. These developing skills help to prepare children for nursery class and school.

### **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 requirements of 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, including risk assessments. 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 cameras, mobile phones and internet access. As a result, the childminder's practice is effective in underpinning children's safety and welfare.

The childminder makes good use of self-evaluation to critically reflect her practice, highlighting strengths and areas for improvement. For example, she has recently focused on and made some advancement in engaging parents in the importance of exchanging information. So that she can complement what children already know and can do, when planning adult-led activities. The childminder attends all regulatory training and makes good use of local professional support networks, to access additional training, peer support and encouragement. As a result, she has more opportunities for regular reflection of her practice that has a positive impact on the learning outcomes for children in her care. 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. Written feedback from parents is positive; they comment favourably about the excellent service and how happy children are in her care.

The childminder uses her secure knowledge of how children learn and how to support

individual children's progress to monitor the breadth of areas of learning within adult-led planned activities. She regularly tracks children's development and uses this information to identify any gaps in their development and to consider intervention when necessary. This includes the importance of carrying out the progress check for children between the ages of two and three years, that she completes and shares where necessary. Relationships with parents are supported through various methods of effective communication. The childminder takes all reasonable steps to share with parents how they too can help their children to learn more. This results in parents exchanging more information that she can then use to provide continuity with regards to children's progress. The childminder has strong relationships with other local settings and fully understands her role in supporting effective communication when children attend more than one provision. This enables them to work together to support children's learning, demonstrating how partnerships contribute significantly to children meeting their full potential.

### **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

<b>Unique reference number</b>	EY369742
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	857957
<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>	4
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2009
<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  
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