

Inspection date

30/06/2014

Previous inspection date

06/01/2010

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

- Teaching is good as the childminder has a secure understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to advance children's learning.
- Children feel safe and secure and enjoy their time in a friendly and stimulating environment. They are interested and keen learners who display the characteristics of effective learning.
- Effective partnership with parents and local schools means that the childminder recognises and promotes the individuality of children to meet their needs effectively.
- Leadership and management is strong. The childminder has a clear knowledge of child protection issues, taking her responsibilities seriously and being prepared to act in the best interests of children at all times. Therefore, children are protected from harm and are safeguarded.

It is not yet outstanding because

- There is scope to enhance the already good progress children who speak English as an additional language make in their communication and language skills through extending opportunities for them to develop and use their home language during play.
- Opportunities are not fully embraced for children to advance their skills in comparing different sizes and spaces through activities which involve arranging objects and toys.

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.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.
- The inspector checked evidence of the childminder's suitability and qualifications and viewed the childminder's self-evaluation and improvement plan.

Inspector

Jasvinder Kaur

Full report

Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Wednesfield, Wolverhampton. A bathroom on the first floor and the whole of the ground floor of the property, except for the living room, are used for childminding purposes. There is an enclosed garden available for outdoor play. The family has a dog and cat as pets. The childminder currently has five children on roll, of these three children are in the early years age range. The childminder cares for children who speak English as an additional language. She holds an early years qualification at level 4. She takes and collects children from local schools and pre-schools and makes use of local facilities, such as parks, shops and the library. The childminder operates all year round, from 7.45am to 6pm, Monday to Friday, with the exception of family holidays.

What the setting needs to do to improve further

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

- enhance all children's strong communication skills further by extending opportunities for children who speak English as an additional language to develop and use their home language during play and learning
- enrich opportunities for children to compare different sizes and spaces, for example, through activities that involve arranging objects and toys.

Inspection judgements

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

The childminder has established a good system for observing and assessing children's play in order to plan activities, which meet their identified next steps in learning. Children are provided with good play opportunities to help them make progress across all prime and specific areas of learning and development. This ensures that they are well prepared for school when the time comes. Planning of activities considers children's individual interests, preferences and ages, so that children benefit from targeted support. Good organisation of available equipment and toys enables children to use their initiative and follow their natural curiosity as learners. The childminder has established a secure partnership with parents. She regularly shares children's learning and development with parents through learning journals, daily notes and verbal communication. She encourages parents to share what they know about their child from the outset and on a regular basis. This enables parents to become actively involved in their children's learning and play at home.

The childminder interacts well with children during their play, offering them choices of

activities and listening to their requests. To encourage the development of communication skills, the childminder asks open-ended questions, talks with children continually and encourages them to repeat words. She provides regular opportunities to read, listen and visit their local library and pre-school settings to attend story and singing sessions. Children clearly enjoy choosing and singing their favourite songs and respond well with actions and vocalisation. Younger children successfully understand simple, two-stage instructions. For example, the childminder says, 'It is snack time. Can you sit on your chairs?' This promotes their understanding and communication skills effectively. However, there is scope to extend the use of such strategies further to enhance all children's communication, especially for those who speak English as an additional language, by providing more opportunities for them to develop and use their home language during play. Nevertheless, all children practise their writing skills in a variety of ways, using pencils, crayons, chalks and paintbrushes. Good opportunities are provided for them to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters.

The childminder uses opportunities well for spontaneous counting during play. Children also sing number rhymes, count toys and objects and read numbers on displays or books. Young children are encouraged to solve simple problems. For example, the childminder ask them to find a toy dinosaur under the straw. However, older children's thinking in respect of comparing different sizes and spaces is not fully supported, for instance, by working out why a large quantity of food cannot fit in a small pan. To support children's skills, the childminder provides a range of musical instruments as well as textural and sensory experiences, including using a collection of paper and fabric, seeds, lentils, play dough and paint. Children use their imaginations well to make towers with recyclable materials. They show interest in the world around them while taking part in activities, learning about nature by visiting different parks, farms or other local amenities. During summer holidays, the childminder arranges trips to different towns and provides opportunities to travel by bus, train or metro. There is a good selection of resources to develop children's early technology talents, including learning how to operate programmable toys.

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

The childminder effectively fosters children's personal, social and emotional well-being through interesting opportunities. Consequently, children are engaged, contented and settle easily in a relaxed and safe environment. They establish positive relationships with the childminder, showing their fondness for her by sitting on her lap for comfort, involving her in their imaginary play or chatting to her freely. They enjoy their time in a stimulating environment, as the childminder organises both space and resources very well, so that children can participate in activities independently. Good settling-in procedures and successful partnerships with parents ensure that children feel safe and confident and that their individual needs are met effectively. The childminder provides good support in preparing children for moving into the care of other providers at pre-school or school. For example, she gives children reassurance through talking, providing relevant play opportunities, taking them to their new settings to see their new teachers and teaching

them skills of self-reliance.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. A good range of resources in the garden helps children to develop their physical skills, including climbing, stretching, balancing and catching. Children regularly play at their local park and go for walks to and from school or in the local area. All through the day, the childminder provides plenty of indoor opportunities for children to enhance their skills of coordination, control, manipulation and movement. Children develop self-care skills, for example independently managing their own personal needs, including using the toilet and washing their hands independently. They make healthy choices at lunch and snack times and enjoy their food in a relaxed and social environment. Drinks are readily accessible for children to ensure they are hydrated appropriately. The childminder employs effective measures in respect of any pets to ensure hygiene is observed.

The childminder values children's individuality and praises their good behaviour. Her approach to children is calm and affectionate. Consequently, they behave well and have good manners, demonstrating an understanding of the set boundaries and expectations within the home. Older children show care towards the younger children and give them priority when selecting the toys. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they visit their local fire station and take part in regular fire drills, are taught how to cross the road safely and are reminded of house rules concerning safety during play. The childminder encourages children to understand and respect the values and differences of others, as they celebrate cultural festivals all through the year. Displays and ample resources are available depicting positive images of diversity.

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

The childminder has a clear understanding of her responsibility in relation to child protection issues. To keep her knowledge up-to-date, she attends a child protection course regularly and demonstrates a good working knowledge of the possible signs of abuse and neglect and the need to report her concerns to the Local Safeguarding Children Board. She shares relevant policies and procedures with all parents, so that they understand the duty of the childminder to protect children from harm or neglect. The environment is safe, and the childminder carries out regular checks to eliminate hazards, both around the home and for proposed outings. The childminder maintains the security of the premises and monitors visitors to the setting during operational hours to further promote the safety of children.

The childminder monitors and evaluates her practice robustly, ensuring that improvements are made, which promote children's welfare and learning. Her self-evaluation includes listening carefully to the views of children and their parents. The active involvement of parents is encouraged through regular feedback on their views and preferences. The

childminder is proactive in improving her professional skills, attending various relevant courses. She also seeks support from her local authority and childminding network group. Consequently, she has a secure knowledge of the educational programme and ensures a broad range of experiences is provided to help children progress towards the early learning goals. She completes regular and precise assessments of children's progress and uses these effectively to plan age-appropriate and challenging activities. All required documentation is regularly updated and shared with parents to meet children's needs.

To fully promote learning, the childminder actively encourages parents to share their children's achievements at home. A notice board, daily diaries, learning journals and exchanging information on a regular basis ensure children's progress is shared with parents. Parents report they are very happy with the care their children receive, as they make good progress through a wide range of interesting activities and opportunities. The childminder works well in partnership with other professionals. She meets with local pre-school staff to discuss individual children, in order to fully promote continuity and progression in children's learning and development.

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	251898
Local authority	Wolverhampton
Inspection number	866597
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	06/01/2010
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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