

Inspection date

22/07/2014

Previous inspection date

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 has sound teaching skills and a good understanding of the Early Years Foundation Stage. She plans activities around children's interests, which means that they are motivated and engaged in stimulating learning opportunities.
- Effective partnerships with parents enable the childminder to recognise and promote the individuality of children to meet their needs effectively. Consequently, children are very happy and content as they form strong attachments to the childminder, which promotes their emotional well-being.
- Good safeguarding procedures are in place to make sure that children are protected from harm.
- The childminder is enthusiastic and dedicated to her role. She reviews her practice and makes positive changes which bring about improvements for children.

It is not yet outstanding because

- There is scope to improve the range of resources that encourage babies and young children to use all of their senses.

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 interactions between the childminder and children during their play.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at children's assessment records including planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form, risk assessments, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the written views of parents.

Inspector
Carole Price

Full report

Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged one year and 16 years in Penn Fields, Wolverhampton. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is a rear yard and garden for outdoor play. The family has two cats as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, park and local library on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- enrich opportunities for children to use their senses, for example, by providing a range of everyday objects for babies and young children to explore and investigate, such as treasure baskets

Inspection judgements

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

Children make good progress in their learning and development because the childminder is enthusiastic and dedicated to her role. She knows how to motivate children in their play and learning. She has a secure knowledge of how young children learn and recognises that they develop at different stages and in various ways. The childminder finds out what children can do when they first start, by asking parents to record their achievements and interests. She then effectively observes children and monitors their progress as she records their next steps in learning and assesses what has been achieved. This is recorded in their individual learning folders, which show children are making good progress in all areas of their learning and development. The childminder observes children as they play and has a good awareness of each child's progress and stage of development. As a result, she is aware of any gaps in their learning and can address these in her planning. Children receive very good attention and have fun with the childminder. She is aware that children learn through play and makes sure that her activity planning is guided by children's interests and their preferred learning styles. For example, when children express an interest in animals she considers different resources and activities for this. The childminder effectively supports children as they investigate different animals by referring to their appearance and size. This helps them make progress in their learning as they develop the skills of playing and exploring. Children benefit from a stimulating environment in which

they are able to make choices and are, on the whole, able to freely access resources. However, there is room to develop the range of resources for babies and younger children to explore their sense of smell, touch and hearing.

Children benefit from the time and attention the childminder gives to their care and learning, as she participates in their play, supporting their communication and language extremely well. They respond by smiling when the childminder sings popular nursery rhymes. The childminder uses different activities and skilful questioning to encourage and promote their speech. For example, when playing with the animals she models different animal sounds to match the appropriate animal. She then utilises every opportunity to extend children's speech and language by providing a commentary, describing what they are doing, and asking open questions about different animals and their features. Children's understanding of mathematical concepts is promoted well as the childminder supports them as they play, for example, by encouraging them to compare sizes and identify which animals are bigger or smaller. Children like to share books while they are in the childminder's home and regular visits to the local library help them to develop a love of books and reading. There are opportunities for children to develop their physical skills every day as they have access to the childminder's garden or visit the local park. Through posters and labels around the setting, children learn that print carries meaning. This supports young children's literacy development and helps prepare them for school.

The childminder has established very good partnerships with parents. She regularly shares information with them to enable children to settle quickly and happily. This is achieved through discussions, daily diaries or children's learning and development records. Furthermore, there are opportunities for parents to comment on their children's achievements at home. This means that there is a two-way flow of information to provide continuity in children's learning. The childminder has an appropriate awareness of the need to complete the progress check for children aged between two and three years, although she has not yet completed one due to the ages of children she cares for. The childminder understands that it is a tool to support early intervention if required.

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

Children are happy and settled in the warm and caring family environment. They are clearly comfortable and at ease with the childminder and she meets their welfare needs well. For example, the gradual settling-in sessions mean that children are supported well during the initial move from home. The childminder spends time getting to know children and their families very well. Children develop caring relationships with the childminder and this promotes their emotional well-being. The childminder creates a relaxed learning environment where children are encouraged to become independent learners in preparation for moving onto school. She has good strategies in place for managing children's behaviour in order for them to learn what is acceptable and praises children regularly for their efforts and achievements.

The childminder successfully supports children's individual needs. She gains information from parents when children start about their interests and care routines, including any medical needs or special dietary requirements, to ensure they remain healthy and safe.

Children learn about healthy lifestyles as the childminder encourages them to participate in physical outdoor activities, such as playing in the garden and regular trips to the park. Children are learning about the importance of a healthy diet as the childminder provides nutritious snacks, teaching them about which foods are good for them. Parents provide packed lunches for children which the childminder stores appropriately. The childminder supports and encourages children to learn how to eat independently and drinks are available at all times so they do not become thirsty. The childminder encourages children to develop effective hygiene routines, such as washing their hands before eating.

The childminder has attended the mandatory paediatric first-aid course. This means she can effectively deal with any accidents or minor injuries. The childminder's home is safe and secure as she undertakes daily checks and regular risk assessments. Children participate in regular fire drills, which helps them to learn about what happens in the event of an emergency. She ensures they have access to resources which are age-appropriate. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning. Regular visits to local toddler groups allow children the opportunity to play with other children and develop friendships, which also helps to prepare them for their next stage in learning.

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

The childminder has a good understanding of the importance of keeping children safe and is knowledgeable about the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently completed safeguarding training and, as a result, shows a thorough understanding of the correct procedures to follow if she has a child protection concern. A written policy is implemented effectively, which informs parents of her responsibilities. There are appropriate policies and procedures in place which are all shared with all parents when their child first starts at the setting. This means that parents are fully informed of the procedures followed by the childminder. The childminder carries out robust safety checks that help keep the home safe and suitable for children. She maintains all the required documentation, including accident and medication records. This helps her promote children's welfare effectively.

The childminder has good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. She successfully monitors the educational programmes to ensure that children make good progress. The childminder is committed to improving her service and is constantly reflecting and reviewing her practice. For example, she is planning to change the layout of the playroom in order to meet the needs of children who are currently attending and is amending some of her assessment documentation. Through ongoing self-evaluation, she is able to identify areas of strength as well as those that she would like to develop further, such as undertaking further training. The childminder demonstrates she is open and willing to try new ways of working in order to continue to improve outcomes for children.

The childminder has developed excellent partnerships with parents. The very close liaison with parents ensures that children's individual needs and well-being are a high priority for

the childminder. She warmly welcomes them into the home and offers a very flexible service to meet their needs. Comments from parents are extremely complimentary of the childminder. For example, they say, 'the childminder offers a great mix of activities and has a good grasp of my child's next steps, needs and interests'. These strong partnerships with parents support children's individual needs well. Links with other professionals, such as the local authority advisers, are well-established and ensure the childminder is continually updated on current childcare issues and trends. The childminder is aware of the benefits of sharing information with other early years providers, in order to provide continuity of learning for children.

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	EY473742
Local authority	Wolverhampton
Inspection number	955531
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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