

## Inspection date

Previous inspection date

23/07/2014

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

- Teaching is good because the childminder fully understands how to promote children's learning and has high expectations for their achievements. Consequently, children's progress is good, given their starting points and capabilities.
- Partnerships with parents and other providers, including school, are strong. This ensures involvement at all levels and across all aspects of children's learning and development. This includes their contribution to the childminder's thorough self-evaluation of practice.
- The childminder is attuned to children's needs, which fosters close attachments. As a result, children become resilient and are well behaved. Transition arrangements and strategies, used to support children's readiness for school, ensure children's confidence is enhanced over time.
- Risk assessments are robust. Children's safety is checked in the indoor and outdoor areas, and on any outings off the premises. The childminder has a robust knowledge and understanding of the safeguarding procedures to protect children in her care.

### It is not yet outstanding because

- The childminder does not always maximise children's opportunities to freely access the extensive range of resources, or participate in more challenging and risk-taking activities outdoors.

## 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 scrutinised a range of documents; attendance registers for children and visitors, risk assessment, self-evaluation records and the providers improvement plan, suitability and qualifications, the complaints log, and a range of policies and procedures which supports the service provided.
- The inspector conducted a joint observation with the childminder and held discussions with her throughout the inspection visit.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector took account of the views of children and parents spoken to on the day, and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## 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 husband and one child, aged 15 years, in a house in Willenhall, West Midlands. The whole of the property is used for childminding and there is a garden available for outside play. The family has a pet dog. The childminder attends a toddler group and activities at the local children's centre. She collects children from local schools and pre-schools. There are currently two children on roll within the early years age group. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

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

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

- extend children's free access to the wide range of indoor resources, to further promote and challenge their learning during their child-initiated play times
- increase opportunities for children to engage in active outdoor play that challenges their physical development further and promotes an awareness of managing risks in their play, relative to their age.

## Inspection judgements

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

The childminder has a very good awareness of how to support children's learning and development. As a result, children receive good quality teaching. The childminder has high expectations for the children in her care, and provides effective adult interaction throughout all activities. As a result, children's progress towards the early learning goals is good and they are gaining many skills necessary for when they eventually start school. The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children progress well given their starting points. The childminder provides an interesting range of activities for children. However, some of the resources are stored out of sight of children. As a result, children do not always make highly-informed choices during their indoor child-initiated play times. Consequently, challenge for children's learning is not always fully maximised at all times. The childminder supports children's skills in using tools as she interacts with them at the dough table. During such times, the childminder uses open questions and demonstration to enhance children's communication and dexterity skills. She also supports children's learning through their senses as she encourages them to identify different scents as they manipulate, cut and roll out the dough. Children also begin to learn about mathematical

concepts as they look at different shapes and sizes as they use these resources in a variety of ways. This shows the childminder has a very good awareness of the importance of supporting the characteristics of effective learners.

Children enjoy a range of outings to support their current and ever changing interests. This includes local walks to and from school, where children notice the changing seasons, talk about the insects they see and hold discussions about the positive aspects of starting school. As a result, children are beginning to learn about the world around them. Other outings include visits to the local library, where the children choose books to read and bring back to the setting. This helps to support children's interest in literacy which fosters their continued readiness for their next stage of learning, including school. Children are able to choose the space in which they wish to play as they move freely between the indoor and outdoor areas. For example, they take out their prams and use their imagination as they chat to and feed their dolls with water from cups. Children's outdoor play provides opportunities for them to make marks with chalks on the ground. During outdoor play, children also enjoy filling and emptying cups and buckets as they use the sand tray. In addition, children also like to play chase and run around on the grassed lawn. However, the childminder does not always have the highest expectations, for children's risk taking, with regard to outdoor play. For instance, there are missed opportunities to enhance children's climb and balance skills, and fewer opportunities for them to become well-practised in using equipment, such as tricycles. As a result, children's physical development is not fully maximised at every opportunity.

The childminder assesses children's learning, and has a good understanding of the importance of observing them as they play, in order to identify the next steps in their learning and development. Sharing this with parents enhances their understanding of how their activities support the children's learning and development at the setting and at home. This also fosters engagement with parents, which enhances their interest in their child's learning and developmental progress over time. The childminder ensures parents have access to good information about the Early Years Foundation Stage, and how she supports children's learning and development. This includes discussing with the parents of toddlers, the most suitable time to complete the progress check for children between the ages of two and three years.

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

The childminder fosters close attachments with the children in her care because she provides a warm and caring environment. This helps children settle with the childminder, gives them confidence and, thereby, supports their resilience and positive behaviour. Children enjoy receiving praise throughout the day for their appropriate behaviour, and they are building a sense of belonging in the setting. This is because their art work is displayed for them and their parents to enjoy. As a result, children become proud of their achievements and develop a confident 'can do' attitude. This supports older children's preparation for the next steps in their early education including their move to full time school.

The childminder provides children with a choice of healthy food options and talks to them

about the choices they make. As a result, children receive consistent positive messages that further enhance their awareness of a healthy diet and lifestyle. Children's health and well-being are fostered effectively as children learn about following effective routines, such as hand washing before meals and after messy play. They have daily opportunities to enjoy physical activity, in the garden and on outings to local amenities. The childminder supports children's understanding of keeping themselves safe because she includes them in the evacuation practice of the setting and talks to them constantly about road safety during outings. This helps to keep children safe.

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

The childminder demonstrates a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, she is aware of the Local Safeguarding Children Board contact numbers and knows what to do should there be a concern about a child in her care. The childminder has a safeguarding policy and procedure which is made available to the parents. She undertakes risk assessments in the indoor and outdoor areas, and all outings undertaken by the children, to ensure they are kept safe. The suitability of all persons within the setting is checked. The childminder also has a current first-aid qualification. Consequently, this further fosters children's safety and well-being.

The monitoring of the teaching and learning programmes is good, enhancing children's learning across all areas of their development. There is a continuing targeted programme for further improvement. This is because the childminder undertakes good self-evaluation. She ensures all parents and their children are included, and uses this information to identify her strengths and areas for further improvement. Consequently, children thrive and benefit from attending the setting. The childminder furthers her knowledge about how children learn as she reads an array of guidance documents on how to support children's development. This, in conjunction with her previous experience of working with young children, including her qualifications in childcare and education, enhances her already good awareness of how to support children's learning and progress over time.

Partnerships with parents and other providers, including those at the local nursery and school, are effective and ensure that everyone working with the individual child is included. There is an array of information provided to parents, including access to the policies and procedures, to keep them informed and up to date about the provision and their child's progress over time. Records are kept up-to-date by the childminder. This includes children's attendance register and the recording of any accidents, incidents or existing injuries to the children, which are signed by both the childminder and the parents. This also helps to foster children's safety and well-being within and outside the setting.

### **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>	EY473780
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	954600
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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