

Inspection date	04/08/2014
Previous inspection date	14/04/2014

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

- Children's learning is effectively promoted through effective teaching. Children are well supported as the childminder is knowledgeable about how children learn. Children are enthusiastic learners and the childminder plans an interesting range of activities to help them make good progress.
- Children are happy and settle well as the childminder is warm and caring. They behave well, are eager to take responsibility and help one another.
- Children are effectively safeguarded because the childminder has a good knowledge and understanding of safeguarding procedures. Priority is placed on maintaining children's health and safety through conducting thorough risk assessments.
- The childminder forges strong relationships with parents as soon as children start attending. Childminder and parents work together to fully support children's well-being, learning and development.

It is not yet outstanding because

- The childminder does not always build on discussions about position, size and shape during everyday activities, to further extend children's understanding about mathematical language.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 spoke with the childminder, parent and children at appropriate times throughout the inspection.
- The inspector observed the childminder engage in a selection of indoor and outdoor activities and daily routines with children.
- The inspector checked evidence of suitability and qualifications of the childminder, the self-evaluation form and discussed the plans for improvement.
- The inspector looked at children's assessment records, planning information, children's development folders and a selection of policies and procedures.

Inspector

Susan Rogers

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 16 and 15 years, in the Merry Hill area of Wolverhampton. All areas downstairs and the bathroom on the first floor are used for childminding. There is an enclosed garden available for outside play. There are currently 14 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder visits the shops and park on a regular basis and takes and collects children from school. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- build on discussions about position, size and shape during everyday activities, to further extend children's understanding of mathematical language
- enhance the already good links with other early years settings, that minded children attend, so that children fully benefit from a shared understanding and a common approach to supporting their progress.

Inspection judgements

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

The childminder has a secure knowledge of how children learn and develop, which underpins her ability to deliver a good quality provision. She observes children's play activities and through this understands their preferred ways of learning and individual interests. The childminder plans an interesting range of activities that she knows children will enjoy and supports them towards the next steps in their learning. The assessment of children's abilities provides a valuable record of their achievements and enables the childminder to plan for any gaps in their learning. Because of this, children are making good progress and enjoy their activities greatly. The childminder gathers ongoing information about children's individual needs as she has built up close and trusting partnerships with parents. As a result, parents are kept well informed about their children's development. Children enjoy a wide range of both child-initiated and adult-led play experiences that actively promotes their development across all areas of learning and development. Children are interested and well motivated and therefore, they readily engage in play activities. As a result, they learn and develop through active participation in planned, purposeful and challenging activities. Children thoroughly enjoy a creative activity

where they use a variety of craft materials to make faces from paper plates. They work cooperatively together helping each other and sharing resources. They use glue skilfully and are well supported by the childminder as they think through problems and discover the best solutions. They discuss what they are doing and this gives them opportunities to talk about their home lives and compare this with others. This gives them opportunities to develop their communication skills as the childminder extends their vocabulary and they learn new words. The childminder uses interesting conversation and playful language to enhance children's understanding of sounds and words. As a result, children find conversation and discussions with the childminder stimulating and lively. This encourages children to confidently make their own contributions that are inspired by their observations and their understanding of the world. The activities help children acquire the skills they need for their next stage in their learning.

Children enjoy singing songs and nursery rhymes with the childminder and sing along to music as they explore and discover. Their play is enhanced significantly, as they have ready access to the childminder's garden where there is a wealth of opportunities for them to explore. For example, they dabble in the water tray, filling containers and use water to extend their creative play. Children blow bubbles using soapy water and enjoy the excitement of chasing these around the garden. This supports their mathematical skills as they count how many bubbles are left. However, the childminder does not always seize upon these opportunities to use language that describes position and shape, so that children's use and understanding of simple mathematical concepts and language is extended. Children enjoy using the home corner and dressing-up clothes, which gives them good opportunities to use their imagination, develop their confidence in telling each other stories and share their ideas. They enjoy outings to the local park where they learn about the world around them and enjoy greater physical challenges. Children are supported well in their acquisition of communication and language skills. The childminder prompts and makes suggestions to children during their play, so helping them become more adventurous and creative. Children take responsibility as they easily access toys and resources and help to clear away after their lunch. An exchange of information provided by the childminder helps to ensure that relevant information is shared with parents.

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

Strong attachments and close relationships between the childminder and children are clearly in place, ensuring that children feel confident and secure in her care. The childminder is calm and caring and as a result, children feel at ease and safe in her care. She ensures that children are given individual attention, which makes them feel valued and promotes their self-esteem. Children are well supported when they start attending through a gradual settling-in procedure, which is sensitively managed and individual to children's needs. This ensures that children quickly become confident in the childminder's home. A strong sense of belonging is encouraged, as children are easily able to explore, play and choose the toys they prefer. This results in children who are confident learners and well prepared for the next stages in their learning. The childminder is a positive role model and treats children with kindness and respect. Children form friendships and associations with other children and readily include them in their play and creative ideas.

They behave well and develop good social skills in preparation for their move into either nursery or full-time school. Children develop an understanding and awareness of how to promote their own safety through the encouragement and guidance of the childminder. She supervises them at all times to ensure their safety. They learn how to calculate potential risks as they negotiate the space around them. For example, younger children use wheeled-cars and skilfully manage to open the door and climb inside. Children who are learning how to walk and developing their mobility skills are well supported and the childminder ensures their safety. Children enjoy taking responsibility as they decide to clean toys and a table in the garden. This promotes their understanding of a healthy lifestyle, promotes their self-esteem and team working skills as they work together.

The childminder encourages children to have a good understanding of a healthy lifestyle as she promotes discussions with them about the food they eat and what is good for them. Discussions with parents and healthy food options for snacks and meals ensure that healthy lunches are provided. As a result, children's good health is effectively promoted. Daily routines, such as walking to pre-school and outings, support children's increasing understanding of how to keep themselves safe. They follow the guidance provided by the childminder and, as a result, they behave well. The childminder ensures children's safety at all times. For example, she ensures that the main entrance door to the premises is locked and secure during childminding hours. She ensures that children are supervised at all times and always within her sight and hearing. The school collection service is managed very well. The childminder ensures that children are collected by her, from their classrooms after school. They return to her home immediately and are supervised well as they play either indoors or in the rear garden. Although the childminder discusses children's progress with their teachers, there is potential to strengthen these already good links with other early years settings, so that important information about children's learning is shared. Children become increasingly aware of other people as they visit the local shops and enjoy regular outings to local parks. Children enjoy being active and particularly enjoy their time in the garden where they are safe and well supervised. They develop a good range of physical skills as they climb onto the slide and ride wheeled-toys. They develop varying levels of hand-to-eye coordination as they use a range of smaller tools during creative activities.

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

Children are well safeguarded as the childminder has a good understanding of what would cause concern regarding children's care. She has attended safeguarding training and through her comprehensive policies ensures that parents are informed of her responsibilities. She conducts detailed risk assessments to ensure the premises are safe. There is a clear improvement plan and a self-evaluation, which identifies priorities and areas of improvements made and those that require further development. She extends her skills and knowledge through training with the local authority and networks with other childminders to improve her skills and knowledge. The childminder attends training and has identified a number of training courses she plans to attend to further develop her skills and knowledge. This demonstrates how she maintains continuous improvement in order to

ensure consistent learning opportunities for children. The childminder has a good understanding of how children learn and monitors the provision for the learning and development requirements. This ensures that children are interested in their activities and are eager to learn and as a result, they make good progress.

The childminder has a clear understanding of the importance of working in partnership with external agencies. She is skilled in building positive relationships with parents and ensures they are well informed about their children's progress and builds positive relationships. Information is shared daily about their children's achievements. The childminder has a clear understanding of the importance of working in partnership with external agencies. Although the childminder discusses children's progress with their teachers there is potential to strengthen these already good links with other early years settings in order to fully complement their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY252648
Local authority	Wolverhampton
Inspection number	984128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	14/04/2014
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

