

Inspection date	21/08/2014
Previous inspection date	26/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 good teaching skills and a good understanding of the Early Years Foundation Stage. She provides a wide range of experiences that effectively support children's learning.
- Children's good physical health is promoted because the childminder ensures that they enjoy and learn in the outdoor play environment as well as in her home.
- Effective partnerships with parents means that the childminder recognises and promotes 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.

It is not yet outstanding because

- There are few opportunities for children to recognise and read familiar signs and labels in the environment.
- Children are not always well supported to build on their good writing skills.

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 the interactions between the childminder, her assistant, the co-childminder and children during their play, both inside and outside.
- The inspector had a tour of the premises and viewed the equipment and resources available to children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector discussed and viewed a sample of the children's development records including planning and assessment documentation.
- The inspector sampled a range of the childminder's documentation including Disclosure and Barring Services checks.
- The inspector took account of the views of parents.

Inspector
Carole Price

Full report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also registered as her assistant and two grown-up children in a house in Bilston. The whole of the ground floor and a bathroom on the first floor are used for childminding. The childminder works with her adult child, who is also a registered childminder. The childminder attends a playgroup and activities at the local children's centre. She visits the shops, a local park and farm on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, all of whom are in the early years age range and attend for a variety of sessions. The childminding provision operates all year round, from 6am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their reading skills, for example, by providing an environment rich in print
- build further on opportunities for children to develop their early writing skills, for example, by supporting them to write familiar letters and words.

Inspection judgements

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

The childminder has made several changes following the last inspection, which are reflected in her everyday practice. She now seeks information about children's achievements and interests from parents when their children first start attending the setting. From this, she is able to plan appropriate activities to meet their individual needs. 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 addresses these in her planning. The childminder 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. Children receive very good attention and have fun with the childminder and her assistant. 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, she uses different resources, such as pebbles with letters on and flashcards to teach letter sounds outdoors. The childminder effectively supports children as they look for the letters within their own name. She reinforces the different sounds by giving examples of other words which start with the same initial sound, such as 'c' for cat. The childminder uses praise effectively to build children's self-esteem. She then extends children's learning further as she makes simple words for them to decipher and read. The childminder places the letters in a specific order so children understand that they need to read from left to right. This promotes children's reading skills in readiness for school. However, children are not always well supported to build on their skills, for example, through opportunities to write the letter sounds and words they are familiar with.

Children benefit from the time and attention the childminder gives to their care and learning. She participates in their play, supporting their communication and language extremely well. The childminder uses different activities and skilful questioning to encourage and promote their speech. For example, when reading a story about a cat she asks children whether they have a pet and what their pet is like. When supporting younger children in their play she provides a commentary, describing what they are doing and gives praise to acknowledge their achievements. Children's understanding of early mathematical learning is promoted well as the childminder supports them as they play, for example, by asking them to count how many pieces there are in their jigsaw puzzle. She also encourages them to compare sizes when filling containers as she asks them to identify which ones have the most and the least inside. Children show skills in independent learning and make choices within their play. They show they feel emotionally secure and enjoy the company of the childminder, who supports play and learning well. Children also regularly visit local playgroups where they can make friends and share activities within a different environment. This helps children to be prepared for their next stage of learning and in readiness for school. 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. Children are able to move freely between the indoor and outdoor environment and have access to resources for their self-guided play. However, children are not able to fully build on their well-developed literacy skills, as there are few opportunities for them to read signs and labels in the environment.

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. The childminder also provides parents with regular newsletters, which provide ideas for activities 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 between the ages of two and three years and 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 allocated their key person upon starting at the setting. The system is effective as 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. The childminder 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. She works with parents to ensure children manage the changes between home and the provision. They work on separation and attachment issues, helping children build secure relationships, so they are ready to learn. The childminder helps children build skills in social situations as she shows children how to be kind and polite towards each other by being kind and polite to them. Children respond positively and this helps them as they gain skills in understanding the needs of others, as well as sharing and taking turns. Children behave in a way that suggests that they understand how to play safely. They treat resources with respect and help to tidy away after play. Well-established routines, which include familiar music, ensure that tidying away is fun and enjoyable for children. The childminder has good strategies in place for managing children's behaviour in order for them to learn what is acceptable and she praises children regularly for their efforts and achievements. Children understand boundaries set for them, particularly house rules and respond to the childminder's expectations. They acknowledge and understand when the childminder refers to 'kind hands and kind feet'. They build an understanding of others and their differences.

Children are learning to be independent in all that they do. They are encouraged to be independent when they first arrive at the setting by finding their name as part of the self-registration process. They increasingly develop self-care skills, such as being able to feed themselves. At lunchtime, they find their named place mat and lunch box. Children also have their named juice beaker, which is accessible at all times so they do not become thirsty. Children are beginning to understand about healthy food as they discuss what they are eating and why during conversations with the childminder. Effective hygiene practices are developed through regular hand washing routines. Daily fresh air and exercise is promoted as the childminder makes good use of the garden and other community outside spaces. Visits to local parks and shops enhance children's understanding of the wider world. Children have access to a range of climbing equipment and push or ride toys to play with in the garden, which help children's physical development.

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 help 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. Overall, the learning environment both inside and outside provides children with first-hand experiences to support their learning and development. They grow in confidence. Their independence increases leaving children emotionally prepared for the next stage in learning, within either a childcare setting or school.

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 is aware 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 made many changes and implemented new documentation since her last inspection to improve her practice. She has worked closely with her co-childminder. She reviews her practice and then makes improvements in order to improve outcomes for children. All of the actions and recommendations have been addressed and the childminder has consulted with several professionals to seek advice and guidance to ensure her practice is fully compliant with regulations. The childminder's practice complements that of her co-childminder as they work effectively as a team. The childminder also oversees the practice of her assistant to ensure he is deployed effectively too. The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage. The childminder now monitors the educational programmes so that children make good progress. The childminder is committed to improving her service even further and is constantly reflecting and reviewing her practice along with her co-childminder through daily discussions. Through ongoing self-evaluation, she is able to identify areas of strength as well as those that she would like to develop further. The childminder demonstrates she is open and willing to try new ways of working in order to continue to improve her practice.

The childminder has developed excellent partnerships with parents. The 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 that their children's speech is coming on leaps and bounds. 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 and consequently, has established links with a local school.

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	251901
Local authority	Wolverhampton
Inspection number	972719
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	26/02/2014
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

