

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

- 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 in the friendly and stimulating environment. They form good relationships with the childminder, which supports their emotional well-being.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.
- 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 appropriately.

It is not yet outstanding because

- There are few opportunities for children to recognise and read familiar signs and labels in the environment.
- Opportunities for children to develop their knowledge of size, measurement and volume are not fully embraced.

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, the co-childminder, the childminder's assistant and the children during their play, both inside and outside.
- The inspector toured the setting and viewed the equipment and resources available to the 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 documents.
- 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 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder at her co-childminder's home. The co-childminder lives with her husband and two adult 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 attends a toddler group 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 group 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

- enrich opportunities for children to compare different sizes and measurements, for example, through activities that involve filling and emptying containers.

Inspection judgements

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

Following the last inspection, the childminder has established a good system for observing and assessing children's play, in order to plan activities that 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 an appropriate awareness of the need to complete the progress check for children aged between two-and-three years and understands its purpose in ensuring that early intervention is made if required. The childminder has established a secure partnership with parents. She regularly shares information about children's learning and development with parents through learning journals, daily diaries and verbal communication. She encourages parents to share what they know about their child from the outset and on a regular basis thereafter. This enables parents to become actively involved in their children's learning and play at home. Children also have the opportunity

to take home a special cuddly toy, so they can then discuss with their friends different activities they have participated in 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. 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 tidy-up time. Can you help?' This promotes their understanding and communication skills effectively. Younger children enjoy mark making in a variety of ways, using pencils and crayons. The childminder uses opportunities well for spontaneous counting during play as they sing number rhymes. To support children's skills, the childminder provides a range of sensory experiences, such as play with jelly and paint. Children are encouraged to use their senses as they describe the texture of different materials, discuss its appearance and what it smells like. Children display the characteristics of effective learning as they are engaged in the activity, using their imaginations to make different shapes and share their ideas as they empty and fill containers. However, opportunities to build on children's understanding of size, measurement and capacity are occasionally missed during such activities.

Children show skills in independent learning and make choices within their play. They show that 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 familiar signs and labels in the environment.

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

All children are assigned a key person when they first start attending the setting. 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. There are links established with a local school, which promotes continuity of care for children during transition times.

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 also regularly play at their local park. 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 discuss their healthy packed lunches and enjoy their food in a relaxed and social environment. Drinks are readily accessible for children to help themselves to.

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 take part in regular fire drills and are reminded of house rules concerning safety during their play.

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

The childminder has a clear understanding of her responsibility in relation to safeguarding issues. She 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 as 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 she monitors visitors to the setting during operational hours, to further promote the safety of children.

Since the last inspection, the childminder has consulted with her co-childminder to make many positive changes. They have monitored and evaluated their practice robustly, ensuring that improvements are made, which promote children's welfare and learning. The active involvement of parents is encouraged through regular feedback on their views and preferences. The childminder is proactive in seeking support from her local authority and other professionals. This means that all actions and recommendations from the last inspection have been fully addressed. The childminder has a secure knowledge of the educational programme and ensures a broad range of experiences are 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 information about their children's achievements at home. Newsletters, a notice board,

daily diaries, learning journals and the exchange information on a regular basis actively promote good partnership working. 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 is aware of the importance of meeting with staff from local schools to discuss individual children, in order to fully promote continuity and progression in their learning and development.

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	EY448306
Local authority	Wolverhampton
Inspection number	965388
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	26/02/2014
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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