

**Inspection date**

14/07/2014

Previous inspection date

04/02/2009

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

3

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

3

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

3

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

3

**The quality and standards of the early years provision**

**This provision requires improvement**

- The childminder provides some very interesting and unusual activities and experiences for children, which helps to motivate and sustain children's interest and fascination.
- The childminder places strong emphasis on supporting children's emotional well-being. As a result, children develop a strong sense of belonging and self-confidence.
- The childminder fully understands and meets the safeguarding and welfare requirements of the Early Years Foundation Stage. This contributes to ensuring children's welfare is effectively safeguarded.
- The childminder develops very strong partnerships with parents, which contributes to meeting children's needs.

**It is not yet good because**

- Children's learning is sometimes less well extended because the childminder does not always precisely plan for and focus on children's next steps in learning during every day activity and play.
- The childminder is less consistent in supporting children's awareness and understanding of the steps that can be taken to stay safe particularly when crossing the road.

## 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 childminder's lounge and kitchen.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector interacted and spoke with children present.
- The inspector checked documentation and evidence of suitability and qualifications.
- The inspector took into account the written views of parents.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

The childminder has been registered since 1991. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in the Aldersley area of Wolverhampton. The whole of the ground floor is used for childminding with additional use of a bedroom and toilet facilities on the first floor. There is an enclosed rear garden available for outside play, which is laid out to a patio with steps down to the grassed area. The family has a rabbit as a pet and there is a large fully covered fish pond in the garden. There are currently four children on roll, who are within the early years age group. One school-age child attends before and after school. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- provide consistently good levels of challenge for children by using children's next steps in learning more effectively to underpin the planning of interactions, activities and resources, so that children are provided with focused teaching that helps them to make good levels of progress.
- ensure children receive consistent messages and good examples about how to stay safe when on outings and trips, for example, by always using road crossings to cross the road, when these are available.

## Inspection judgements

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

Some aspects of teaching are strong, although this is variable. In some instances, the childminder provides challenging experiences to support children to make good progress in some aspects of their learning and development. For example, she provides children with opportunities and support to make good progress in their physical skills because she effectively encourages and supports them to use the wide variety of large outdoor equipment, which she has in her garden. As a result, children have many opportunities to experiment with different ways of moving. For example, children learn to climb and balance up and along large climbing equipment with increasing control and confidence, and they learn how to swing themselves backwards and forwards on the swing. The childminder also provides some very interesting and unusual activities and experiences for children. This helps to motivate children and sustain their interest and fascination. For example, children watch and learn about the different features of birds by viewing the video images that are captured by a camera placed in a bird box in the childminder's

garden. Through this activity, children learn new vocabulary, features of the natural world, and become familiar with the use of technology.

The childminder obtains information from parents and undertakes regular observations, which she uses to make accurate assessments of children's stage of development. This includes completing the progress check for children between the ages of two and three years, which she shares with parents. The childminder uses this information well to identify children's next steps in learning. However, the childminder is not secure in her knowledge of how to incorporate what children need to learn next into the planning and teaching of every day activity and play. As a result, children are not consistently challenged to make good progress in their learning and development. For example, the childminder identifies that children's next steps in learning is to develop their understanding about different foods. However, although she engages in discussion with children while they play, she does not plan her interactions to support this area of learning. This is particularly evident when children become involved in pretending to feed dolls. A lack of planning also means that she does not provide props, such as different foods, packaging or books, to focus children's thinking and discussions during this play experience. Consequently, children are not fully challenged to begin to think about different foods in the context of their play, in order to support their next steps in learning.

In some instances, the childminder accurately identifies children's next steps in learning well, such as recognising the importance of persisting with an activity when challenges occur, so that children learn new skills as they repeat a task. She supports this area in respect of children's larger physical skills, although, does not always plan to ensure other opportunities for learning are captured. As a result, when children say they cannot get the baby out of the highchair, the childminder takes the baby out herself. Consequently, the positive messages about persisting when challenges occur are not consistently delivered. This weakness is also evident in adult-led activities, such as growing sunflowers. In this instance, the childminder supports children to plant and care for the plants, to watch them grow and understand that they need water and sun. However, although she sometimes counts with children during their play and provides some opportunities for children to see numerals and make marks, she does not focus planning in this area. As a result, opportunities to extend learning are overlooked and children are not fully challenged to increase their interest or understanding of number, size, shape, making marks and recognising print, as they tend the flowers on a daily basis. Consequently, although children enjoy taking part in this activity, their learning is not fully extended so that they gain full benefit from this experience.

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

Children are happy and settled because the childminder places a strong emphasis on supporting children's emotional well-being. She and her family develop very positive relationships with children, who are embraced into the family. Relationships between children are also very strong and this helps children to develop a strong sense of belonging, which supports their self-confidence. The childminder recognises that long

spells of absence from her setting may have an impact on children. Therefore, she works in partnership with parents to meet up and spend time with children, if they do not attend during the summer holidays. This helps children to manage the change from moving in and out of her care. Strong and effective partnership working with parents also ensures continuity and consistency of care routines. The childminder uses a very positive, sensitive and consistent approach to managing children's behaviour. This is very effective in helping to minimise younger children's frustrations. Her approach helps younger children to increase their ability to distract themselves when they become upset, by engaging in a new play activity. It also helps children to learn to share, take turns and consider others. As a result, children benefit from a harmonious environment.

Children are supported well to learn to become independent and manage their own personal needs, relative to their ages. In general, the childminder organises her resources well to ensure all children can make choices about what they play with. The childminder effectively supports children to gain an understanding of risk through the range of garden activities that encourage them to explore their environment. The childminder provides high levels of supervision to keep children safe and children learn the rules and boundaries set to ensure their safety. For example, children are taught not to lean over or climb on the patio wall. However, the childminder does not always provide children with consistent, positive examples and messages about how to stay safe when on outings and trips. For example, she does not always use the available road crossings to help children to cross the road safely.

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

The childminder fully understands and meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She up-dates her safeguarding training and as a result, is clear about her responsibility to safeguard children's welfare. This includes a secure knowledge and understanding of child protection issues and the action to take if she is concerned about a child's welfare, which contributes to the effective methods used to safeguard children. Household members are known to Ofsted and appropriate checks have been undertaken. Children are further safeguarded because the childminder provides high levels of supervision, which ensures children are safe and secure as they play. The childminder holds a current paediatric first-aid certificate, which contributes to ensuring children receive appropriate care if they become ill or injured.

The childminder demonstrates a clear commitment to ongoing improvements. This is reflected in improvements she has made since the last inspection, particularly with regard to undertaking accurate assessments of children's achievements, which helps her to monitor their progress over time. The childminder has also developed ways of obtaining information from the nursery that children attend, which helps her to be more aware of all aspects of children's learning. The childminder has also taken steps to develop her self-evaluation. For example, she has obtained the views of parents and children and this has helped her to identify her strengths. Written statements from parents demonstrate very high levels of satisfaction with the service provided and strong partnership working by the

childminder. For example, parents note the childminder is very accommodating to their needs and nothing is too much trouble. Parents particularly like the childminder's warm and affectionate family environment. They feel the childminder gets to know their children very well and that their children are happy. They like the range of equipment available to children and the very high standards of hygiene, which the childminder maintains. Parents also state they like to look through children's developmental file to see how their child is developing.

The childminder has also used self-evaluation to identify and plan for further areas for improvement. For example, to improve information sharing with parents, she has established an achievement tree, which parents contribute to with information about children's achievements and experiences at home. The childminder's self-evaluation also notes the need for her to improve the level of challenge to extend children's learning, particularly in some areas. However, she has not yet made any plan of action to address this.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	251962
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	876493
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/02/2009
<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.

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