

Inspection date	13/01/2015
Previous inspection date	14/03/2012

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

- The childminder and her assistant are caring and sensitive to the needs of the children. Consequently, children feel emotionally secure and safe in their care.
- There are established relationships with local schools. Consequently, children benefit from continuity of care and learning, as the childminder is able to share appropriate information effectively.
- Children benefit from a wide range of activities, which the childminder bases on their interests and teaches well. As a result, children are engaged in purposeful play and make good progress.
- 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.
- The childminder has regular discussions with parents about their children's learning and development. Therefore, parents are kept well-informed about their children's progress.

It is not yet outstanding because

- The childminder has not fully implemented robust systems to monitor her practice and that of her assistant to identify how the high quality of teaching can be further enhanced so that children make the best possible progress.

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 to the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector observed several activities in the downstairs rooms.
- The inspector conducted a joint observation with the childminder.
The inspector sampled a range of the childminder's documentation including,
 - Disclosure and Barring Services checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector acknowledged the written views of parents.

Inspector
Carole Price

Full report

Information about the setting

Sassi's Scallywags Childminding Service was registered in 2001 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 her assistant, and two children in Wolverhampton, West Midlands. The whole of the premises, including the rear garden is used for childminding. The family has three dogs and three rabbits. There are currently six children on roll, of whom three are in the early years age range. The childminder and her assistant both hold recognised childcare qualifications. The childminder attends local toddler groups and makes use of local facilities, such as parks, shops and the library. She receives support from the local authority and is a member of their childminding network.

What the setting needs to do to improve further

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

- enhance monitoring systems, such as peer observations in order to evaluate and reflect upon the quality of teaching being delivered to help children reach the highest levels of achievement.

Inspection judgements

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

Children enjoy their time with the childminder because she plans exciting and stimulating activities that interest them. The childminder has a good knowledge of the Early Years Foundation Stage and understands that children learn best through play. She knows the children well and obtains information from parents about children's preferences when they first start. She uses this information, along with her initial assessments, to inform her assessment of children's starting points. The childminder continues to teach, observe and assess the children's progress while they play. She identifies children's learning priorities and plans a range of activities to enhance their learning. The childminder relates her observations to children's expected levels of achievement in each area of learning. She uses this to track children's achievements and identify any achievement gaps. As a result, she tailors plans to provide children with activities that consolidate and develop their emerging skills. Consequently, children are making good progress towards the early learning goals. The childminder successfully completes the required progress check for children between the ages of two and three years. She is, therefore, able to notice when early intervention is needed, so that children receive the appropriate support to meet their learning needs.

Children are active learners, which helps them to acquire the necessary skills in readiness for school. The childminder's teaching is good. She gets down to the children's level and talks with them continually as they play. She fosters language skills generally well.

Children make independent choices about play and the childminder supports them very well to extend their learning. Children engage in pretend play where they use their imagination, for example, when playing with the dolls. Children's physical skills are developing well. The childminder provides many opportunities for children to develop their small-muscle and handling skills. For example, children use paint, pencils and crayons to make marks in different ways and practise early writing. Children are supported to identify and recognise different letter sounds, such as those that are included in their names. As a result, children are learning that print carries meaning. The childminder weaves in mathematical learning as children count while they play. She refers to mathematical concepts, such as shape recognition as they make train tracks. Consequently, children learn about number and shape as part of general play.

The childminder discusses children's learning with parents. Parents comment that they are happy with the activities that the childminder provides. The childminder and parents discuss what the children have been doing daily at drop-off or pick-up times. As a result, both know the children's current achievements and interests. Consequently, parents are appropriately supported to guide their children's learning at home.

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

The childminder works with parents to ensure children manage the changes between home and the setting. Children, therefore, move between their home and the childminder's care smoothly, which helps them to settle quickly. Children demonstrate that they are happy and confident and have formed strong and secure bonds with the childminder. The childminder helps children build skills in social situations. 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 these away after play. The childminder is kind and sensitive in her approach, providing children with clear expectations and boundaries. She consistently gives the children praise and encouragement and acknowledges their achievements. This promotes children's self-esteem and boosts their confidence.

Children are learning to be independent in all that they do. They increasingly develop self-care skills, such as being able to use the toilet independently and feed themselves. Effective hygiene practices are developed through regular hand-washing routines. Children are developing healthy lifestyles. They benefit from regular outdoor-play opportunities, in which they move in different ways and play in the fresh air. Parents provide packed lunches for children and they sit and eat together around the table. This promotes good eating habits and provides happy meal times, in which children eat well to ensure they are nourished throughout the day. Fresh drinking water is available to ensure they are hydrated appropriately.

The childminder and her assistant have attended the mandatory paediatric first-aid course. This means that any accidents or minor injuries are dealt with effectively. 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 that are age-appropriate. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning. The childminder takes children to different groups, where they can mix socially with other children away from the childminder's home. She therefore, fosters children's emotional development well, as children are supported to help them with changes, such as going to nursery or school.

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

The childminder has a sound knowledge and understanding of her roles and responsibilities regarding child protection. She understands her role of reporting any concerns that she may have, including the practice of her assistant. Furthermore, she ensures that relevant checks for family members aged 16 years and over are undertaken in line with the statutory guidance. The childminder informs parents of her duty of care to act in a child's best interest at all times with regard to child protection concerns. The childminder is aware of how to keep children safe and how to minimise risks in order to promote children's safety. She regularly reviews all of her policies and procedures along with risk assessments to reflect how she manages situations and makes any changes, which means that children are kept safe.

The childminder has a good understanding of the curriculum. Following her previous inspection she reflected upon her practice and has developed an effective observation and assessment process to demonstrate the good progress that all children are making. The childminder helps children make progress in their learning through skilful teaching and first-hand opportunities to practice skills. Overall, assessments are accurate. The childminder understands the importance of partnerships with parents. She takes positive steps to engage with parents. She provides parents with information about children's development helping them understand and support targets for future learning. Parents comment on the different activities offered and that they are happy with the service provided.

The childminder deploys her assistant effectively in the setting. They have regular meetings to discuss children and their individual needs. They also discuss and evaluate which activities have worked well and review the resources, which they offer in order to improve their service as well as discussing their teaching. However, there is scope to improve the monitoring of practice further by undertaking regular peer observations so that the high quality of teaching can be enhanced further. The childminder seeks feedback and opinions from parents and children about the service she offers on a regular basis. This means that she is constantly reflecting upon how she can improve outcomes for children. The childminder works with professionals, such as the teachers from the local schools, where she seeks feedback and advice on the service she offers. She shows aspirations to continue to develop her provision's inclusiveness, meeting the changing needs of the families who use her service. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning by establishing links with local nurseries and schools.

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	259939
Local authority	Wolverhampton
Inspection number	871632
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	14/03/2012
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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