

<b>Inspection date</b>	15/01/2015
Previous inspection date	15/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are very happy and content to be in the childminder's home. They benefit from positive interactions with the childminder, which promotes their emotional well-being.
- Children are safeguarded because the childminder understands and follows the correct procedures. She knows how to report any child protection concerns and implements effective risk assessments to keep children safe.
- Effective partnerships with parents mean that the childminder recognises and promotes the individuality of children to meet their needs effectively.

#### **It is not yet outstanding because**

- There are few opportunities for children to learn about different countries and cultures.

## 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 at appropriate times throughout the inspection regarding the care provided and learning activities available.
- The inspector observed the interactions between the childminder and the children.
- The inspector conducted a joint observation with the childminder.
- The inspector had a tour of the childminder's home and viewed the equipment and resources available to the children.
- The inspector looked at children's development files, a sample of policies and procedures, and the childminder's self-evaluation.
- The inspector took into account written comments from parents.

## Inspector

Carole Price

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged four, thirteen and sixteen in a house, in Wolverhampton. The whole of the ground floor and the rear garden are used for childminding. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6pm, 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:

- enrich opportunities for children to learn about other countries and their cultures by providing additional resources, such as books and dressing up clothes.

## Inspection judgements

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

Children make good progress in all areas and develop the skills and attitudes they need for their future learning. The childminder promotes their independence and provides stimulating activities, which engage children and excite their curiosity. Children use different items to make marks and patterns in the dough, such as forks and metal shaped cutters. The childminder supports children's development by talking about what they are doing using appropriate vocabulary to extend their learning. For example, children are asked to identify different colours and shapes. Children's mathematical knowledge is extended further as they are encouraged to count the number of objects during the activity. Children are free to choose from a good selection of resources available, and sit happily on the carpet with their choice of toys. However, there are fewer resources available that promote different cultures and diversity, so that children develop a better understanding about similarities and differences between themselves and others, and among families, communities and traditions.

Teaching is good. The childminder is constantly observing what children are doing, and knows when it is appropriate to intervene to support and extend their learning. She understands how children learn and observes and records what they do, tracking their progress against expected levels of development. In this way, she is able to plan activities that are targeted at closing any gaps in learning. For example, she engages children in nursery rhymes and songs to extend and promote their language skills. Open-ended questions are used frequently and skilfully, so children have many opportunities for creative thinking and expressive language. The childminder demonstrates an understanding of how to carry out the progress check for children aged between two and

three-years, although she is yet to complete one, due to the ages of the children she cares for.

The partnership with parents is effective as the childminder utilises different communication methods, such as text messaging, to keep parents informed. Parents regularly communicate with the childminder about their child's learning and development, including activities they have carried out at home. The childminder also provides opportunities for parents to view their child's learning journey and add comments. This shared knowledge and cooperative approach ensures that planned ideas and activities for extending children's learning are based on their interests and a complete picture of everything they have already achieved. The childminder also has very good links with a nearby primary school and effective relationships with the school staff. This means that children are supported when they move to their next stage of learning, such as nursery or school.

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

The childminder effectively promotes children's personal, social and emotional well-being. Consequently, they feel safe and confident and form secure attachments to the childminder. Children demonstrate this as they seek reassurance and comfort when they need to. The childminder works closely with parents to ensure all children's needs are known and met. There is an effective settling-in procedure, which allows children to visit several times with their parents until they are confident within the setting. Good interaction by the childminder enables children to be involved enthusiastically in activities and in selecting resources. They have access to a wide range of toys and equipment. This motivates children to play with an increasing level of independence, which means that they can use equipment imaginatively and follow their natural curiosity as learners. Children also benefit from a range of activities outside the setting as they visit other childminder's houses, parks and play areas. These opportunities help develop children's social skills in preparation for moving to pre-school and school.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. Children enjoy participating in activities, which promote their physical development, such as throwing and catching balls. They adopt good personal hygiene routines, such as washing their hands before eating. Parents provide packed lunches for children, which are stored appropriately. The childminder provides healthy, nutritious snacks, such as different fruits. There is a sociable and relaxed atmosphere at mealtimes and children enjoy their lunches. Children have access to drinks throughout the day and they rest and sleep according to parents' wishes and their individual needs.

Children behave well and have good manners, demonstrating an understanding of the set boundaries and expectations within the home. They respond positively to guidance from the childminder, as she values their individuality and praises their good behaviour. Children are encouraged to share and take turns with the toys and to say 'please' and 'thank you' at appropriate times. Their efforts are clearly acknowledged and rewarded with frequent praise, and they smile back in recognition. Children make a helpful contribution

to the setting, as they take part in chosen activities and enjoy assisting the childminder with small tasks, such as tidying up toys. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, as they play they reminded about the house rules, which help to keep them safe.

### **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. She demonstrates a good working knowledge of the possible signs of abuse and neglect and the need to report her concerns to the local authority. 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. In addition, the childminder prohibits the use of mobile telephones and cameras in her home to further protect the children in her care. She is confident in the action to take in the event of an accident or emergency and holds a current paediatric first-aid qualification. Accident and medication records are maintained well and copies are provided to parents. Written and visual risk assessments are completed to ensure that health and safety are a priority and the environment is clean and safe. In addition, the childminder carries out risk assessments for outings to further promote children's safety. The childminder maintains the security of the premises and monitors visitors' to the setting during operational hours to ensure children are kept safe. As a result, children are effectively safeguarded.

The childminder has a secure knowledge of the learning and development requirements, and ensures a broad range of experiences is provided to help children progress towards the early learning goals. Since the last inspection, the childminder has developed a more robust system for observing and assessing children's progress, which has allowed her to more clearly identify children's next steps in learning and plan appropriate future activities that will help them learn more. The childminder has also recently implemented a way of tracking and monitoring children's progress, so that any gaps in learning are quickly identified and early interventions sought. 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 their children's achievements at home. Sharing of the learning journeys, and exchanging information on a regular basis, helps ensure children's progress is shared with parents. Parents report that the childminder offers a wide range of stimulating activities and opportunities in a pro active way to support children's development. They also comment that they are extremely happy with the level of care and the childminder's easy transition process when children first start attending. The childminder is aware of the importance of working with other professionals, such as teachers from nearby schools, to share information in order to promote continuity and progression in children's learning and development to the full.

Following the last inspection, the childminder has considered how to improve her setting and has started to complete the Ofsted self-evaluation form. She seeks verbal feedback from parents regularly, as she communicates daily with parents to exchange information about their children's achievements and to share ideas for activities. The childminder's priorities for improvement include implementing further documentation to strengthen

monitoring and tracking procedures. This demonstrates the childminder's commitment to improving her setting.

### **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

<b>Unique reference number</b>	EY422397
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	870164
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/08/2011
<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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