

## Inspection date

25 February 2015

Previous inspection date

9 January 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder has not completed the progress check for children aged between two and three years. This means, parents do not receive a written summary of children's progress during this time and the childminder's monitoring of children's progress at aged two is not robust.
- Partnerships with other early years settings have not been fully developed. The childminder does not identify children's progress or interests from other settings, to accurately assess children's overall progress.

### It has the following strengths

- The childminder provides a range of planned adult-led and child-led activities, that build on their previous learning and enables them to make steady progress from their identified starting points.
- The childminder keeps children safe and free from harm. She has attended child protection training, and conducts regular risk assessments of her home to ensure the premises are suitable for children.
- Children are developing a good understanding of healthy lifestyles. Children get daily exercise and fresh-air, and they understand the importance of washing their hands before meal times.
- The childminder is able to identify areas for development. She works well with the local children's centre, through volunteering, which is starting to improve her understanding of how to promote children's learning and development.
- Children have warm and loving relationships with the childminder. Parents comments how much children 'enjoy their time' with the childminder, and how well their care needs are met.

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

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

- complete the progress check for children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas.

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

- develop partnerships with other early years settings through regularly sharing information about children's learning and interests, to gain a more in-depth knowledge of children's overall progress.

## **Inspection activities**

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder, one of her assistants and children at appropriate times during the inspection.
- The inspector sought the views of parents through written evaluations.
- The inspector looked at a sample of children's records, planning documentation, and a range of other documentation, including policies and procedures.
- The inspector checked the qualifications of the childminder, and evidence of the suitability of all adults living and working on the premises.
- The inspector evaluated an activity with the childminder.

## **Inspector**

Scott Oliver Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder keeps parents generally well informed about children's achievements. She completes observations of children's learning to show the progress they make over time. However, she has not completed the progress check for children aged between two and three years. She has developed her knowledge and skills in other areas of assessment, but not enough to complete this assessment confidently. Therefore, parents do not know what progress their child is making at two years of age. The activities provided by the childminder are interesting and promote children's learning and development across the seven areas of learning. The childminder knows the different ways in which children learn and plans appropriately for this. Children have free access to a wide range of toys and resources that help them develop independence. The childminder extends this through planned activities. For example, children make their own lunch; the childminder and her assistant support children to butter their own bread and cut their sandwich. This also supports the development of their physical skills. Children are supported to develop the skills they need for school, through taking turns and concentrating on an activity for a length of time.

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

The environment is safe and welcoming. There is a good variety of age-appropriate resources. The childminder encourages children to be confident and independent, as she encourages them to manage their own toileting needs. Children are well behaved. The childminder sets clear boundaries, which children adhere to. They are learning to manage differences with other children, as they find positive solutions. Children's physical development is well supported. Children visit the local park, where they climb and run. This also allows them to take risks, and learn how to keep themselves safe. The childminder emotionally prepares children well for school. She takes them on regular trips to the local schools, so they become familiar with the school environment.

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

The childminder has a generally good understanding of how to keep children safe and promote their welfare. Her understanding of how to promote children's learning is still developing. She has developed some systems to monitor the progress children make. However, she is not yet able to robustly monitor all children's progress, as she has not assessed children's progress at two years of age. The childminder knows nurseries well, as she drops off and collects children from them. However, she has not developed these relationships fully, to share purposeful information about what children have achieved and what they are interested in, while attending nursery. Therefore, she does not have a good understanding of children's overall progress. The childminder supervises her assistants, to ensure they are able to care for children adequately. She has implemented suitable policies for them to follow, which gives them an appropriate understanding of how the setting runs.

## Setting details

<b>Unique reference number</b>	EY365096
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	878509
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 January 2012
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Bilston, near Wolverhampton. The childminder works with two assistants on occasions. She operates all year round from 7.30am to 6pm, Monday to Saturday, except family holidays. The childminder holds an appropriate early years qualification at level 3.

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