

Inspection date

24 February 2015

Previous inspection date

16 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- The childminder's teaching is variable as she does not provide an effective balance of adult-led and child-initiated play. She does not make best use of questioning to effectively encourage children's thinking skills and extend their learning. This results in a lack of challenge in some activities.
- The childminder has not fully embraced the benefits of partnership working with other providers involved in children's learning and development. This does not fully promote consistency or effectively complement children's learning between the childminder and other settings.
- Self-evaluation does not focus precisely enough on what needs to be done to improve. This contributes to weaknesses in leadership and management regarding the delay in implementing the procedures for obtaining suitability checks for members of the household aged 16 years and over.

It has the following strengths

- The childminder knows the needs of the children in her care. They settle swiftly, enjoying friendly and respectful relationships with the childminder and her family, becoming emotionally secure in her care.
- Children's vocabulary is extended through play as the childminder introduces new words. For example, children learn about the ambulance picking up the patients as they engage in freely chosen small world play. Children are encouraged to repeat the words as they develop their communication and language skills.
- The childminder has a confident knowledge and understanding of child protection arrangements. She attends training to keep abreast of current guidance. Risk assessments are carried out for the premises, and for any outings, in order to minimise hazards to children.

What the setting needs to do to improve further

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

- improve the planning of adult-led activities to ensure that there is sufficient challenge to extend children's learning and development, making more consistent use of teaching methods, such as effective questioning, to encourage children's thinking
- improve knowledge and understanding of the responsibility to provide Ofsted with the necessary information to assess the suitability of every person aged 16 years and over who lives on the premises.

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

- strengthen the partnerships with other providers children attend, to share more detailed information about children's learning and development, promoting consistency and a shared approach to their education and care
- review the self-evaluation process to clearly identify and prioritise targets for improvement and to further support long term achievements and outcomes for children.

Inspection activities

- The inspector observed the childminder's practice and interaction with children, engaging in discussion at appropriate times during the inspection.
- The inspector examined a range of documentation including children's admission and developmental records, policies and procedures. She also checked for evidence of the suitability of the childminder and members of the household.
- The inspector had a tour of the areas of the home used for childminding, including the rear garden.
- The inspector took account of the views and comments expressed by parents in written testimonials provided by the childminder.
- The inspector carried out a joint observation with the childminder.

Inspector

Patricia Webb

Inspection findings

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

Children are gaining the basic skills they need for the next stage in their learning, including the move to school. The childminder delivers a suitable range of activities to engage children and encourage their developing concentration. The childminder extends children's dexterity and manipulative skills as they skilfully use the peg board. Together, the childminder and children create patterns, learning about the colours of the pegs and comparing the 'elephant' design a child has made on the board. However, the childminder does not always review her planning of adult-led activities to ensure there is sufficient challenge to support children in making better progress. Some questioning techniques do not always help children to develop their ability to think deeply and extend their learning. She seeks information from parents about what their children know and can do when they first start. The childminder observes and assesses children's progress accurately. She completes the progress check for children between the ages of two and three years and shares the written summary with parents. The childminder offers information to support children's learning at home, promoting the partnership with parents.

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

The childminder supports children's emotional development well. She reassures younger children and maintains familiar routines to helping them to settle. Behaviour management is based on offering sensitive guidance and support as children learn the boundaries and expectations in the childminder's home. She is mindful of changes in children's lives that can affect their personal, social and emotional development. This includes situations such as the arrival of a new baby or preparing for the move to pre-school. The childminder has not yet fully developed the partnerships with other providers children may attend. Some information, such as how children are coping with toilet training, or their emerging speech, is not exchanged effectively. This does not fully assure consistency of care, learning and development. Children learn about their own safety as, for example, they are reminded about the rules when using the trampoline outside.

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

The childminder has ensured that the required training has been completed and maintained, including first aid and child protection. She attends a local childminding forum to extend her knowledge and skills. However, the childminder did not respond swiftly to a request to provide further information for Ofsted to make a full assessment of suitability for a member of the household. The childminder has now started this process for the individual. The impact on children's welfare and safety is minimised as the childminder ensures that she is present at all times with the children. The childminder is aware of working in partnership with other professionals to meet the needs of any child who may require additional support to make progress. Parents express their deep satisfaction and trust in the childminder and her attention to their children's needs.

Setting details

Unique reference number	210366
Local authority	Staffordshire
Inspection number	865684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	16 March 2009
Telephone number	

The childminder was registered in 1999 and lives in a village on the outskirts of Wolverhampton. She operates each weekday, 8am to 6pm, except for bank holidays and family holidays.

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