

Inspection date

14 April 2015

Previous inspection date

5 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 does not always carry out rigorous enough assessments of the risks in her house to fully assure children's safety.
- The childminder does not thoroughly assess all aspects of children's communication and language development, such as their listening, understanding and speaking skills. Consequently, some next steps in learning in children's communication development are too vague.
- Opportunities for children to develop their sensory experiences, such as by exploring textures and various materials, are not yet fully utilised or planned for.
- The childminder provides few opportunities for younger children to develop their independence skills at mealtimes.

It has the following strengths

- The childminder demonstrates sensitivity and warmth towards children. This promotes a sense of security and belonging.
- The childminder understands the safeguarding policy and procedures and is able to identify possible signs of abuse or neglect. She knows who to seek advice from or make a referral to if needed, to safeguard children.
- Information is regularly shared with parents through daily discussions and the sharing of observations on children. As a result, the childminder builds positive relationships with each parent so that they work cooperatively together to support children's learning and development.
- The childminder seeks the views of parents through information gained from the parent surveys. This helps to make sure children's 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:

- ensure all aspects of children's communication and language development are assessed, such as their listening, understanding and speaking skills, so that the next steps in their learning are precise and measurable, and are used to shape future learning experiences for each child
- ensure that risk assessments are thoroughly conducted, identifying aspects of the environment which pose a risk to children and removing or minimising the risk to safeguard children.

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

- provide interesting and challenging experiences for all children to develop their sensory skills and exploration of a variety of textures and materials
- encourage younger children to develop increased independence skills, for example, by providing further opportunities to pick up their food and use a spoon during mealtimes.

To meet the requirements of the Childcare Register the provider must:

- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's observation and assessment records.
- The inspector checked evidence of the childminder's suitability, training and qualifications, and the childminder's self-evaluation and improvement plan.
- The inspector took account of information included in the setting's own parent survey.

Inspector

Linda Yates

Inspection findings

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

Teaching is not consistently good. This is because the childminder does not always assess all aspects of children's communication development, such as their listening, understanding and speaking skills. Consequently, the next steps in learning for some children are not precise enough to promote good progress in this area of learning. Children explore their own ideas and select and use toys and resources independently. For example, children investigate and manipulate the stacking and nesting toys. This helps children to learn about size and shape, and helps to develop their physical skills. The childminder describes what they are doing and encourages them to try again when the tower they are building falls over. She makes more space for them, encouraging children to persist in their chosen goal. Children are praised for their attempts, thereby developing their self-confidence. Children have access to crayons where they learn to make connections between their movements and the marks they make, promoting their physical and literacy development. However, the childminder has not fully planned for children to develop their sensory development by providing a wide range of media and materials. Therefore, some children are not achieving their full potential, although they do gain the basic skills they need to be ready for school.

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

The childminder has not risk assessed the home environment effectively. She has not checked that the low-level glass in the display cabinet is safe or considered the risks that the large floor standing house plants may pose to children. As a result, children's safety cannot be fully guaranteed. The childminder takes the children on regular outings, such as to the local playground and local parklands. This provides opportunities for children to challenge themselves and take appropriate risks on bigger equipment. The childminder does not always offer younger children opportunities to develop their skills in using a spoon, or to share control of their feeding. This limits their ability to learn about different foods, as the childminder does not engage with them fully during mealtimes, and does not fully encourage their coordination or independence.

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

The childminder has a reasonable understanding of her responsibilities and has made improvements since her last inspection. However, she has not effectively evaluated how well she is meeting the Early Years Foundation Stage requirements. Consequently, two requirements are not met. This is because the childminder has not effectively risk assessed the home environment. Additionally, although the childminder has introduced new systems for assessing children's progress, the monitoring of children's communication development is not yet rigorous enough. The childminder has attended paediatric first-aid training, which provides her with the knowledge and skills required to effectively administer first aid. The childminder has developed links with the local authority worker to improve the outcomes for children.

Setting details

Unique reference number	EY235398
Local authority	Wolverhampton
Inspection number	998456
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	5 November 2014
Telephone number	

The childminder registered in 2001 and lives in the Bilston area of the West Midlands, where she works with her co-childminder. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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