

Inspection date	17 April 2015
Previous inspection date	3 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder delivers a range of well-planned activities and experiences that cover all seven areas of learning. These reflect children's interests and build on their next steps in learning, which enables them to make good progress.
- Teaching promotes children's good literacy development. Children are encouraged to develop early writing skills as they write letters from their name. Children are also able to recognise letters displayed around the home.
- Children are well behaved and their good behaviour is rewarded effectively by the childminder. They work with the childminder to tidy up and keep the playroom safe.
- The childminder is fully committed to developing her knowledge and skills. She has completed a level 3 early years qualification since her last inspection. This has led to an improvement in how the childminder plans learning opportunities for children.
- The childminder uses the views of parents and other childminders to evaluate the quality of her practice. She has high expectations and aims to deliver the best possible care and learning. As a result, the childminder regularly adapts her teaching and care.

It is not yet outstanding because:

- The childminder, on occasions, does not fully promote children's sustained concentration.
- The childminder's assessment of children's progress, between two- and three- years of age, does not precisely identify the next steps in children's learning. Therefore, it is not always clear to some parents how they can best promote their child's progress at home.

What the setting needs to do to improve further

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

- promote children's active learning and concentration skills further, by ensuring their play is not disturbed, and their interests are maintained if they become distracted
- extend the systems for assessing children progress, between two- and three-years of age, by clearly identifying children's next steps in learning to enable parents to fully promote their child's learning at home.

Inspection activities

- The inspector observed activities in the childminder's home and also in the garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- 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 and training of the childminder, and evidence of the suitability of all adults living on the premises.
- The inspector took into account the views of parents expressed through the childminder's parent questionnaires.

Inspector

Scott Oliver Thomas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a good range of learning opportunities that promote the different ways in which children learn. Children's engagement in learning is encouraged by the childminder. She provides imaginative experiences, such as using old mobile phones to act out talking to others. Children develop good thinking skills that help them to solve problems. For example, they work out how to mould dough into a ball with their hands. Children are actively engaged in their play. However, the childminder sometimes moves children on to the next part of the routine, while they are still engaged in what they are doing. She also does not fully maintain children's interests during activities so that they develop good concentration skills in readiness for school. The childminder has completed the progress check for children between two- and three-years of age. This provides parents with an overview of children's progress. However, it is not always clear to parents what skills children need to develop next. Consequently, parents do not have the information they need to fully extend children's learning at home.

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

The childminder's home and garden is safe and stimulating. There are a range of resources indoors and outdoors, that children are able to access independently to extend their own learning and play. Children have a warm and caring relationship with the childminder. She responds to their care needs well, such as recognising when they are tired and need a sleep. Children have daily opportunities to be outside through regular trips and playing in the garden. This enables children to access fresh air and take physical exercise. Their health is promoted by the childminder through a range of healthy snacks, such as yogurt, fruit and toast. Children benefit from weekly visits to the local childminding group. This promotes their social skills as they play with other children. Children develop positive attitudes towards school and nursery because the childminder reads books to them about starting school. She promotes children's understanding of diversity effectively. She has attended diversity training and improved the range of toys and resources available that reflect different cultures and abilities.

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

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. She reviews all risks in the environment and has taken action to prevent children from accessing areas, such as the kitchen. The childminder has attended child protection training and has implemented a safeguarding policy. Therefore, she has a robust knowledge of how to protect children from possible abuse or neglect and how to respond to allegations of abuse. The childminder regularly monitors the progress children are making in their learning. She has chosen to implement effective recording systems, which enable her to identify any children who are not making expected progress. The childminder has good partnerships with other childminders. She networks with them to share information and identify new ideas to improve her setting.

Setting details

Unique reference number	EY357226
Local authority	Wolverhampton
Inspection number	857522
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	3 November 2008
Telephone number	

The childminder was registered in 2007. She lives in Wolverhampton. She operates all year round, Tuesday to Friday, from 8am to 6pm, except bank holidays and family holidays. On a Monday she operates before and after school. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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