

Inspection date

16 April 2015

Previous inspection date

5 October 2009

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		Outstanding	1
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 quality of teaching is consistently good. The childminder skilfully challenges and extends children's learning. She makes good use of a well-balanced mix of child-initiated and adult-led play to promote children's good progress.
- Children are extremely well cared for as the childminder sensitively manages their different care needs. She makes use of her 'all about me' forms on entry and discussions with parents to find out as much information about the child as possible. She then ensures that she adapts her practice and routines to meet the needs of each individual child within her care.
- The childminder's home is exceptionally well used as she dedicates all available space on the ground floor of her home to childminding. Resources are easily accessible and the environment is bright and stimulating. As a result, children are highly self-motivated to learn and spend their time engaged in a variety of activities.
- Children are well safeguarded. The childminder has attended recent safeguarding refresher training and is very clear about procedures she must follow to keep children safe from harm.
- Partnership working is strong. The childminder builds close relationships with parents, professionals and other providers. She ensures that a two-way flow of information is continually shared. Therefore, all parties actively contribute to children's good progress.

It is not yet outstanding because:

- There are times when the childminder does not maximise opportunities to promote children's skills in speaking.
- The childminder does not use her evaluation of the setting to focus closely on the teaching of planned activities.

What the setting needs to do to improve further

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

- focus even more on enhancing children's speaking skills, in order to best promote their communication and language development
- enhance the evaluation of the setting to raise children's attainment to the highest level, for example, by focusing more closely on the teaching of planned activities, to provide children with more rich and imaginative experiences.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with childminder throughout the inspection.
- The inspector looked at the documents available, including children's learning records, risk assessments, policies and procedures.
- The inspector checked evidence of the suitability of the childminder and qualifications of the childminder and discussed her methods for self-evaluation.
- The inspector sought parents' views from written comments available.

Inspector

Josephine Heath

Inspection findings

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

All children make good progress. The childminder makes good use of observation and assessment information to plan and provide activities that promote the next steps in children's learning. The childminder ensures that children gain the attributes and skills they will need for moving on to school. She encourages children to become independent within the setting. The childminder helps children to engage in drawing activities. She takes advantage of opportunities to encourage older children to practise their literacy skills. The childminder teaches them to sound out the letters and have a go at writing their names. She also allows them time to talk through and develop their ideas. The childminder promotes their choices and seeks their opinions. However, there are times when the childminder is not well focussed on developing children's excellent skills in speaking. This is because sometimes she repeats incorrect words back to children as they speak, rather than correcting them to help them acquire these skills more rapidly.

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

The childminder fully understands the importance of helping children feel safe and secure before they will begin to explore and learn. She is exceptionally kind, friendly and fun, and talks to babies warmly and offers them comfort as required. She involves herself in children's games and helps them to share their own ideas. Consequently, babies and children form extremely close attachments to the childminder from the outset. They gain confidence within the setting and enjoy attending. The childminder promotes children's physical skills particularly well. From an early age, she encourages babies to move freely by placing objects just out of their reach. She spends time sitting with them in an upright position. The childminder encourages older children to manage their own self-care and gain control in using a variety of tools and equipment, such as scissors. She gives all children time to play in her garden or at the local park. She offers them support to use more challenging climbing equipment and have a go at jumping on the large trampoline at her house. The childminder teaches children how to keep themselves healthy and well through routines. She has attended healthy tots training and emphasises the importance of excellent hygiene routines and nutritious meals for young children in her setting.

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

The childminder fully understands her role in meeting the requirements of the Early Years Foundation Stage. She is well qualified and continually seeks additional training to boost her knowledge and skills. This has a positive impact on the quality of education and care she provides. The childminder rigorously checks the progress of all children. She promptly discusses any areas of delay with parents and provides intervention to help children catch up. The childminder evaluates her setting and sets herself targets to work towards. However, the childminder does not make excellent use of her evaluation to focus sharply on the quality of teaching during planned activities. Consequently, planned experiences are not as rich and imaginative to promote children's achievement to the highest level.

Setting details

Unique reference number	225021
Local authority	Leicestershire
Inspection number	866203
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	5 October 2009
Telephone number	

The childminder was registered in 1989. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She also provides funded early education for two- three- and four-year-old children.

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