

Inspection date	2 April 2015
Previous inspection date	26 August 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		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

- Children progress well in their learning and development. This is because the quality of teaching is good. The childminder successfully plans activities that capture children's interests, fuel their imaginations and help them learn new skills.
- The childminder interacts really well with children. She frequently encourages children to recall events, describe what they are doing, solve problems and to imaginatively represent their ideas. As a result, children become confident communicators and attentive listeners.
- Children's health is effectively promoted. The childminder successfully follows and teaches good hygiene routines, and children receive plenty of opportunities to experience physical exercise and fresh air.
- The childminder effectively encourages children's positive behaviour and promotes an atmosphere of care, consideration and respect. Consequently, children are happy and relaxed, and they develop positive relationships with adults and other children.
- The childminder builds strong and friendly relationships with parents. Parents rate the service that the childminder provides highly, and their comments include, 'she has exceeded my expectations' and 'all the children in her care respect her'.
- Children are safe and well cared for because the childminder manages her provision well and implements effective safeguarding procedures.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about their child's learning and development at home. Consequently, the childminder does not always have comprehensive information to help her plan children's experiences effectively.
- The childminder does not make the most of her garden to help children learn more about growth and nature while playing outdoors.

What the setting needs to do to improve further

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

- develop ways that invite parents to share more of what they know about their children's learning and achievements, so that children's learning experiences are even better matched to their needs, interests and abilities
- enhance children's learning outdoors, for example, by providing more resources and opportunities in the back garden for children to explore and investigate nature, and learn about growth and change.

Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at a sample of policies, planning documentation and children's records.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's training certificates.
- The inspector took into account the views of parents recorded within letters given to the childminder.

Inspector

Carol Johnson

Inspection findings

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

Children make good progress and gain many of the skills needed for school and future life. For example, three-year-old children play simple board games and learn to take turns and listen to instructions. Younger children play with musical instruments and explore different ways of making sounds. Children of all ages confidently explore their environment and show enthusiasm for learning. On the whole, the childminder knows children well. She regularly talks to parents about the things she notices their children say and do. However, the childminder does not gather precise information from parents, in respect of what they know about their children's interests and progress. Consequently, comprehensive information is not always available to assess children's progress and plan their experiences even more effectively. Children enjoy lots of physical play and go on lots of walks in the local environment. They gain balance and coordination as they climb steps, ride wheeled toys and generally run around. However, some ways for children to learn about nature while playing outdoors are not fully exploited. For example, children have not had the opportunity to grow and tend fruit and vegetables in the garden.

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

Children's emotional and physical needs are met well. The childminder's home is safe and secure, and potential safety risks are effectively identified and minimised. The childminder has a very caring nature, and is sensitive to children's individual needs and preferences. She is a good role model and actively encourages children to use good manners and to be kind to one another. The childminder successfully supports children to develop the skills they need in readiness for starting school. For example, she teaches children to dress themselves and to be independent with regards to toileting. She discusses support strategies with parents and other professionals and this ensures a consistent approach. Children's efforts and achievements are promptly recognised and frequently praised by the childminder. As a result, children show good levels of self-confidence and motivation.

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and implements these effectively. Children's progress is carefully monitored and the childminder regularly reviews her policies and procedures to ensure that they continue to meet legal requirements. The childminder shows a strong capacity and desire for improvement. The childminder regularly reflects on all aspects of her provision and astutely recognises her strengths and priorities for improvement. Effective action has been taken in respect of recommendations raised at her last inspection. The childminder regularly exchanges information and ideas with other childcare professionals, and routinely obtains parents' views to help shape her service. The childminder holds a childcare qualification at level 3, and her expertise, experience and considerable knowledge is used well to provide good-quality care and education.

Setting details

Unique reference number	EY233213
Local authority	Leicestershire
Inspection number	869977
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	26 August 2009
Telephone number	

The childminder was registered in 2002 and lives in Shepshed, Leicester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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Piccadilly Gate
Store St
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