

Inspection date	08/10/2014
Previous inspection date	28/07/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children learn well in a well-resourced environment that fully promotes their independence because the quality of teaching is good.
- Children are happy, settled and feel secure with the childminder, due to her sensitive interactions and her clear knowledge of how to support their preferences and individual routines.
- The childminder has a good understanding of how to safeguard children and the procedures to follow should she have concerns about children's welfare.
- There are good arrangements in place to secure smooth transitions for children moving on to school.
- The childminder and parents work effectively in partnership; they share information and work together to meet the care and learning needs of the children.

It is not yet outstanding because

- Children are not always able to independently access more toys to promote their individual choices as they are stored out of reach.
- The childminder does not always maximise opportunities to share information with other professionals to enhance continuity of children's care and learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed children during activities inside and at meal times.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability of the childminder to work with children.
- The inspector took account of the views of parents from written feedback provided.

Inspector

Tracy Hopkins

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged 11 and 13 years, in a house in Shepshed, Leicestershire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The family has a pet dog. The childminder takes children to and collects children from the local school. She attends the local parent, carer and toddler group and takes children to the toy library and local park. The childminder operates Monday to Friday, 7am to 6pm, except bank holidays and for one week at Christmas. There are currently six children on roll, three of whom are in the early years age group.

What the setting needs to do to improve further

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

- devise a system so that children know about all the resources available to them so they can continue to make individual choices in their play
- strengthen the existing good partnerships with other settings that the children attend to ensure that the children's learning and development is complimented and maximised

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are settled, happy and confident in the well-organised, attractively presented home environment, both indoors and outdoors. The childminder is attentive to their individual needs. She provides a wide range of good quality, suitably challenging toys, resources and experiences, which effectively support them in making good progress in their learning and development. There is a good balance of adult-led and child-initiated activities which successfully supports children in their future learning. The childminder has established an effective observation and assessment system to enable her to effectively plan for children's individual needs. The childminder uses her good knowledge of how children learn to match the stimulating and engaging activities to children's current interests and identified next steps. As a result, a highly effective approach to children's learning is undertaken to promote their development in order for them to achieve and make good progress. This means all children are working comfortable within the typical range of development expected for their age and stage of development. The childminder is fully aware of the need to complete the progress check for children between the ages of two and three years and has devised a written summary to share with parents of their children's progress against the prime areas of learning.

Teaching is good as the childminder successfully engages children, keeping them occupied and interested in activities provided. The childminder sensitively supports children in throwing bean bags into a net, naming the shapes and colours as she introduces new concepts to them. Children participate in a range of sensory play, where they explore sticking. Additionally, this helps children in developing their hand and eye coordination and their small physical movements, necessary for their early writing skills and school readiness. However, the childminder tends to initiate this play as these resources are stored out of sight due to them not being suitable for younger children. While this maintains the safety of the provision and ensures that all resources are suitable, the older children are not fully aware of the range of resources available to them. The childminder sits with the children as she skilfully promotes the development of their concentration. She encourages their language development as she maintains eye contact and using her facial expressions to sustain their interest. Children learn to socialise because the childminder takes them to toddler groups where they learn to mix with other children and make friends. All children engage in playful and enjoyable experiences as they make exciting decisions about what they want to do. Therefore, children are developing their skills for their future learning and next steps onto school.

Children are provided with regular opportunities to play outdoors. They learn about the natural environment as they play in the garden or visit the local park and learn about wildlife as they feed the ducks. The childminder makes every effort to ensure all areas of learning are available to children. The children are involved in gardening activities and caring for plants. Consequently, this promotes children's awareness of how to care for living things. Parents contribute to their children's learning and share information regarding what their children are doing at home to support children's progress and ensure any targeted intervention is sought. A very strong approach is taken to ensure all children have a consistent learning experience in order to make good progress across all areas of learning. The childminder gathers information about the children from the outset. She works with the parents to complete All about me booklets and gain an understanding of the children's interests. The childminder observes the children's development to assess their starting points. The childminder knows her children well and records what they are working towards with suitable next steps to move them on. As a result, all children make good progress in relation to their starting points and capabilities. The childminder shares information with other settings the children attend. However, these relationships are not yet fully established to ensure children's learning is fully complemented all of the time.

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

The childminder establishes strong relationships with children, who demonstrate a secure attachment to her. She finds out as much as she can from parents about children's likes, dislikes and routines and takes care to use this information. This ensures that routines are familiar and comforting and enables children to feel very secure and settle well. This supports their emotional well-being and results in them gaining confidence and self-esteem. The childminder ensures any specific dietary needs are met and children are well supplied with regular drinks of water. Children eat a range of fresh fruit and vegetables that have often been grown in the childminders garden. Through good discussions, she

teaches children the importance of a healthy diet, so they develop an awareness of healthy foods. The childminder encourages children to be independent and to hygienically manage their own personal needs. For example, they are encouraged to wash their hands independently before having their snack.

Good provision is made for children to benefit from the fresh air and exercise. The childminder takes advantage of the nearby parks and walks in the community to give children lots of opportunities to benefit from being outdoors and to learn about the world around them. She also accesses regular sessions at community groups to help children mix with larger groups and develop their social skills. Consequently, children are developing the necessary skills ready for the move on to their next stage of learning. Children have regular visits to the childminder's home prior to being left. This helps to ensure a happy, smooth transition between home and the childminder's care. New children settle very quickly, demonstrating high levels of contentment. Together, this results in building children's confidence in approaching new experiences.

Children are involved in tidying away resources and understand that this prevents them tripping up. Children are kept safe during a wide range of challenging learning experiences where they are supported by the childminder to manage risk. This ensures that children's welfare is well protected. Regular trips to the park provide opportunities for larger physical play and children learn how to keep themselves safe on playground equipment. Additionally, the childminder takes children on lots of different outings so they also learn to stay safe in other places, for example, crossing the road on the school run and handling farm animals at the farm. The childminder is an extremely good role model as she effectively manages children's behaviour. She positively reinforces good behaviour and kindness with lots of praise and very calmly distracts children when they become upset or frustrated. Consequently, children are learning to cooperate with each other, to share and are developing their understanding of the childminder's boundaries and expectations.

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

The childminder understands how to keep children safe and she meets her responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. She identifies risks and manages them appropriately for each child. She has undertaken safeguarding training and demonstrates that she has thought about what to do if she has concerns about a child in her care. As a result, children are kept safe from harm. A wide range of good quality written policies have been developed, including fire safety procedures, safeguarding, health and safety and healthy eating, to underpin her practice. Comprehensive risk assessments are available and ensure all areas, both indoors and outdoors, are checked. There are also thorough risk assessments undertaken for all outings.

The childminder has demonstrated good progress in establishing a strong service for parents and children. She identifies training needs to enhance her provision and meets regularly with other childminder's to share good practice and advice. The childminder receives support from local authority development workers, which has helped her to

develop her practice. For example, as a result of their advice, she has improved the quality of her observations and assessments, which has had a positive impact on children's learning. The childminder keeps a record of priorities for improvement to continue to reflect and adapt her provision.

Partnerships with parents are strong and effective. Parents comment on how their children benefit from good information sharing relating to their likes, dislikes and particular needs. Parents are confident the individual learning and welfare needs of children are being met by working together with the childminder. Parents contribute to planning and next steps in children's learning by providing information to the childminder relating to children's interests and achievements at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY243877
Local authority	Leicestershire
Inspection number	819672
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28/07/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

