

Inspection date	18/09/2012
Previous inspection date	03/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- The childminder knows children very well and is attentive and caring. Children settle well and form secure emotional attachments.
- Effective routines and procedures ensure children's good health and safety.
- The childminder has a secure knowledge and understanding of how children develop, she carefully observes to assess their skills and interacts effectively to improve their learning.
- Partnerships with parents are strong and ensure children receive the support they need.
- Improvement plans are appropriately targeted and the views of children and parents are sought.

It is not yet outstanding because

- Opportunities for children to interact and play with others and explore new situations have not yet been fully embraced.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked at children's assessment records and planning documentation.
- The inspector checked evidence of the provider's self-evaluation form.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.
- The inspector observed activities and spoke to the childminder throughout.

Inspector

Linda Moore

Full Report

Information about the setting

The childminder was registered in 2004. She lives with her husband and three adult children in Birstall, Leicestershire. Most of the ground floor of the property and the first floor, including the bathroom are used for childminding. There is a fully enclosed garden available for outside play. The property is accessed via several steps to the front. The family have two pet dogs.

The childminder is registered on the Early Years Register and both the compulsory and

voluntary parts of the Childcare Register. There are currently ten children on roll, two of whom are in the early years age range. The childminder occasionally works with an assistant. The setting operates each weekday from 7.30am to 5.30pm all year round. The childminder walks to local schools to take and collect children. She attends the local carer and toddler group and takes children to the library, toy library and park.

The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- review and further develop opportunities for children to interact with others and explore new situations when supported by a familiar person.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. She completes accurate observations and assessments of children and provides play and activities that are relevant to their ability and interests to successfully promote their learning. A good range of toys and equipment are available, these include resources that help children learn about diversity and the wider society. The childminder's planning ensures all aspects of learning are covered, giving particular attention to the prime areas of learning for younger children.

The childminder intervenes skilfully to motivate and engage children during activities. She places interesting toys around younger children to encourage them to explore the space around them. During play the childminder interacts positively to engage and encourage, for instance, she sits closely by and demonstrates how the buttons work on a programmable toy. Children watch intently as different buttons produce sounds and lights and they show great pleasure and excitement. They begin to reach out to touch and press the buttons, listening and staring intently at the effect this has.

The childminder provides warm and loving care. She finds out as much as she can about young babies before they join the setting, with lots of settling in visits so the child becomes familiar with the childminder, her assistant and the home environment. She shares regular information with parents about their child's learning and well-being. Parents take their child's learning profile home to share with their family and add their views and comments. Children's achievements are celebrated and any concerns the childminder has are shared so children receive the support they require.

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

The childminder provides a warm and friendly environment where all children feel welcome and valued, systems for settling new children in are well thought through and effective to reduce their anxiety and fear. Children form close bonds with the childminder and clearly enjoy her company. They are happy, enjoy their time at the setting and say it is like having another family.

The childminder gives a high priority to children's safety and well-being. Her home is safe and secure, risk assessments are completed and updated as needed, for instance, when the rear garden was recently refurbished. She manages children's behaviour well and creates an environment where everyone is encouraged to be kind and helpful. The childminder promotes children's growing independence and cooperation. She asks children if they would like to help with little tasks, such as helping to set the table or dry the dishes. They are all eager to help out, and often have to take turns to do so. However, the childminder is aware that opportunities could be further explored to help younger children develop confidence and independence. For example, by visiting other surroundings and people away from the setting.

The childminder is effective in teaching children about safety as they learn how to manage potential dangers in the home and when out and about with her, such as how to cross the road safely and not to run down stairs or climb on furniture. The childminder acts as a good role model and teaches children how to use knives safely when cutting and spreading food, and to be careful around hot surfaces when taking part in a cooking activity. Healthy meals are provided using fresh produce and the childminder talks to children about healthy food choices and the importance of a balanced diet. Older children manage their own hygiene and personal needs, visiting the bathroom independently. The childminder provides colour coded flannels and towels to reduce the risk of cross infection.

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

The childminder has a good knowledge and understanding of safeguarding and how to protect children in her care and the procedures to follow. She demonstrates a positive commitment to improving her service through accessing training and addressing a previous recommendation. The childminder appraises her practice through self-evaluation and targets relevant areas for development to extend learning opportunities for children.

The childminder has strong relationships with parents and actively seeks their feedback about the service she provides, through daily discussion and questionnaires. Parents' responses are highly positive about the quality of care and learning their children receive at the setting. The childminder has a positive attitude to working in partnership and has considered the type of arrangements she would need to implement to ensure continuity for children's care and learning.

The childminder has a good knowledge of the Early Years Foundation Stage requirements and understands the records she is required to maintain to ensure the needs of all children are met.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY286931
Local authority	Leicestershire
Inspection number	883400
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	03/03/2011
Telephone number	

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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 that are usually their 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.

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