

Inspection date	05/12/2014
Previous inspection date	20/01/2011

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

- The childminder has a good understanding of how children learn. She engages fully with the children through their play and monitors their development well, so that they make good progress.
- Children are stimulated and keen to learn in this inclusive and welcoming environment. Consequently, they have lots of fun and show good levels of curiosity and imagination as they engage in imaginative play.
- The childminder gives good priority to supporting children when they first join her setting. Consequently, children feel safe
- Children's safety and well-being is highly prioritised, through robust risk assessment, stringent safety and safeguarding procedures and the development of strong relationships. As a result, children feel safe and emotionally secure.

It is not yet outstanding because

- Children are not always well supported to develop their investigation, exploration and sensory skills, as there are few opportunities for them to use natural materials, household objects and resources that can be used in a variety of ways to build on their learning.
- Not all opportunities to build on children's developing literacy skills are fully exploited in order to encourage them to progress as far as possible.

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 observed the childminder and her interaction with the children.
- The inspector held discussions with the childminder and children at appropriate points throughout the inspection.
The inspector viewed a sample of documentation, including evidence of suitability checks and qualifications, photographs of activities, policies and children's development profiles.
- The inspector and childminder carried out a joint observation of a group activity.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her two children in the Birstall area of Leicestershire. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a pet cat. There are currently three children on roll, who are all within the early years age range. The childminder attends local stay and play sessions on a regular basis. The childminding provision operates all year round, Monday to Friday, from 8am to 6pm, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend the opportunities for young children to investigate, explore and to build on their sensory development by, for example, providing natural materials, household objects and resources that can be used in a variety of ways
- build further on children's developing literacy skills by, for example, providing an environment rich in print, signs and symbols for them to refer to as they play and learn.

Inspection judgements

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

The childminder demonstrates a secure understanding of the Early Years Foundation Stage and children's learning styles. She effectively uses her knowledge and skills to provide interesting and exciting activities and experiences. As a result, children are developing good skills to support them in all areas of learning. She provides a stimulating and engaging learning environment where children independently access a range of toys and play equipment. The childminder knows children well and has an accurate understanding of where they are in their development and of what she needs to do to help them reach the next steps in their learning. The childminder makes effective use of information gathered from her ongoing observations and assessments. She gains information from parents through using documentation, such as the knowing me, knowing you form and through discussions. This enables her to plan a good range of activities and play experiences in support of children's current interests and developmental stages. The childminder has clear systems in place to support her in completing the progress for children between the ages of two and three years and tracking accurate records. Regular verbal feedback is given to parents and they are welcomed into the setting to review their child's learning journals. These include photographs, observations, and examples of work

and contributions from parents, which provide a clear overview of children's ongoing development.

Children thoroughly enjoy their time in the care of the childminder. They show familiarity around all areas of her home, demonstrating that they are settled and at ease. They enjoy the childminder's company and play alongside her, where they benefit from her positive interactions in support of their play experiences. For example they especially enjoy using their imagination in dressing-up activities and when playing with role-play toys. Children like playing with the small-world farm and the childminder is skilled at bringing mathematical learning into children's chosen activities. For instance, they count how many animals are in the farm and how many they have left. Children thoroughly enjoy their favourite activities, dressing up like princesses and making magic wands as they pretend to turn the childminder into a frog. Children laugh with excitement as they play their own version of Simon says and follow each other's instructions, as they sit down, turn around and jump up and down. Children enjoy regular outdoor play and use a range of wheeled toys and climbing equipment to support their physical development. They look forward to their visits to the park to feed the ducks, and to see the animals and pick berries on the local farm. However, opportunities to enhance young children's investigation, exploration and sensory development are not as well planned for. This is because there are fewer resources such as household objects and natural materials that can be used in a variety of ways readily available to support this aspect of their learning.

An effective approach to supporting children's communication and language development means that children are confident talkers. The childminder constantly engages children in conversation as they play. She uses conversation to help prepare them for changes ahead, such as starting school. Children look forward to playing the memory game and they try to remember the location of matching picture cards. The childminder makes good use of open questioning and allows children time to process their thoughts. This provides them with confidence in developing and extending their use of vocabulary and encouraging them to be active talkers. Children have access to a good range of books. They are encouraged to be active participants at story times. They use phonics and letters as they begin to learn the sounds in their name. Although, children generally use a good range of books and materials to support their literacy skills, there are few examples of print, signs and symbols in the environment for them to refer to as they play, in order to build fully on their emerging very good literacy skills.

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

The childminder successfully supports children's physical and emotional well-being. She ensures they experience a smooth move from home into the setting, by giving children and parents as much time to settle as they need and to get to know her. Through the good partnership that exists with parents, the childminder takes time to become familiar with children's routines, and to find out how to meet their individual needs. Children and parents benefit greatly from the sincere and trusting relationships they have developed with the childminder. Therefore, children settle in their own time and demonstrate that they feel safe, secure and at ease. Children are emotionally well prepared for the next

stage in learning and in their lives, because the childminder supports them to gain confidence in other social situations. They regularly attend groups and benefit from developing friendships with other children. These help children to build their social confidence in preparation for when they attend other care settings, such as pre-schools or school.

Children are fully aware of the importance of fresh air and exercise and are supported to manage their hygiene and personal needs. They know it is important to wash their hands before eating and after using the toilet. Children learn about food that is good for them when they play a food game. They know cherries are healthier than chips and pears are healthier than sweets. Children enjoy their daily gymnastics sessions, as they warm up before running, crawling, and rolling backwards and forwards. The childminder recognises children's achievements and provides plenty of praise and encouragement for their good behaviour. Children choose their own stickers as a reward, learning that their efforts are recognised and acknowledged. This positively reinforces children's understanding of the expectations and boosts their self-esteem. Children's safety is given priority because they have regular monthly fire drills and help to tidy toys from the floor to prevent anyone falling over. Children know they must wait for the green man to illuminate on the traffic lights before crossing the road. This means they are beginning to understand how to keep themselves safe.

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

The childminder effectively keeps children safe and meets the safeguarding and welfare requirements. In order to keep children secure, she demonstrates her knowledge by keeping up-to-date records of children and maintaining a safe environment. For example, attendance records are kept for all children, along with a record of any medication they are given and any accidents they sustain. All aspects of the premises both indoors and outdoors are subject to thorough and comprehensive risk assessments. The childminder successfully identifies and minimised all hazards, which ensures children are able to enjoy a safe, secure and supportive environment. Fire drills are carried out and recorded. The childminder is fully aware of potential risks to children and takes appropriate action to minimise these. She has a robust understanding of her responsibilities for safeguarding children. She has completed child-protection training and is fully aware of the steps she must take should she be concerned about a child.

The childminder's good knowledge of the learning and development, and safeguarding and welfare requirements ensures that she successfully promotes children's overall well-being and learning. She has an accurate understanding of each child's development and progress. Regular monitoring of the children's progress and assessment of their achievements ensures she is able to support them effectively. This enables her to plan activities that reflect the interests of the individual child and to offer activities that continually support their progress as they learn through their play.

The childminder recognises her strengths and accurately identifies areas for improvement.

Priorities for improvement are well targeted to benefit children in her care and support her to monitor and improve the quality of children's learning experiences. She has successfully addressed the weaknesses identified at the last inspection to ensure children's welfare and safety is maintained. The childminder has attended several courses since she registered, including child protection, food safety and first aid. The childminder works in partnership with others and has developed links with the nearby schools and pre-schools. She communicates with other practitioners and professionals to gain new ideas and develop further good practice to meet the needs of children. Overall, she demonstrates a clear commitment to continuing her professional development, for the benefit of the children attending. The childminder has strong relationships and works well with parents and effectively shares a good range of information. This helps both the parents and childminder to have a good understanding of the children's overall achievements at home and while at the childminder's home, to promote children's learning and welfare over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY296556
Local authority	Leicestershire
Inspection number	820162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	20/01/2011
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, 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.

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