

Inspection date	30/10/2014
Previous inspection date	11/11/2008

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's welfare is supported well because the childminder has a secure understanding of her child protection responsibilities. Her home is safe and secure because weekly risk assessments are carried out. Consequently, children are cared for in a safe environment.
- Children build secure relationships with the childminder and her assistant, which helps them to feel emotionally secure. Frequent praise and encouragement successfully promotes their confidence and self-esteem.
- Children make good progress as they engage in learning experiences delivered through inside and outside play. Planned activities take into account children's next steps for learning, building on their prior skills and knowledge.
- The childminder uses self-evaluation procedures to analyse the quality of her service. She plans for further improvements well by setting clear goals and targets.

It is not yet outstanding because

- Some aspects of the partnership with parents are not fully effective in supporting parents to guide their children's learning at home.
- The programme of professional development is not yet sharply focused so that the childminder can enrich her already good skills and knowledge, enabling her to cascade information down to her assistant.

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 viewed the areas of the premises and garden used for childminding.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took a tour of the premises during the inspection.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector checked evidence of suitability of the childminder and any other persons living in the premises over the age of 16 years.

Inspector

Tracey Hobbs

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and two children aged 15 and 13 years, in Countesthorpe Leicestershire. The childminder uses the whole of the house for childminding, except for the main bedroom and office. There is an enclosed rear garden for outdoor play and a ground floor toilet. The childminder is currently minding 15 children, five of whom are in the early years age group. She operates from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She attends children's groups within the local community.

What the setting needs to do to improve further

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

- strengthen information sharing with parents to enable them to enhance their child's ongoing learning at home
- enhance the programme for professional development to include assistants, ensuring it is astute and targeted, in order to enhance the already good practice so that children make the best possible progress.

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 Early Years Foundation Stage learning and development requirements. She demonstrates that she knows the children very well. The childminder talks confidently about children's initial assessments within their learning and the progress that they make while with her and her assistant. She assesses children's progress on an ongoing basis, identifying their levels of development and next steps in learning. The childminder and her assistant use this information to plan relevant activities that take into account children's interests and learning requirements and cover all areas of learning. Consequently, children make good progress in preparation for the next stage in their learning. The childminder provides parents with verbal and written day-to-day information, including progress of their children's development. She has completed the required progress check for children between the ages of two and three years. However, the childminder has not yet strengthened information sharing with parents to enable them to enhance their child's ongoing learning at home.

Children benefit from playing in an environment that is rich in opportunities for

conversation and discussion. They are well supported in developing their communication and language skills. Young children understand how conversations work and listen intently to the childminder as she talks to them and then respond, clearly. The childminder and her assistant constantly engage them in conversation and play alongside them, repeating words, modelling language and asking open questions. For example, children enjoy sitting close and share a book with the childminder and her assistant. Consequently, this effectively develops their listening and language skills. This means that children are introduced to new words and this adeptly extends their vocabulary. Children have the opportunity to confidently make choices in their play and take the initiative to seek out their favourite toys. Resources are well organised. This invites children to freely use them and as a result, they develop good independence skills.

Children confidently use pens, crayons and pencils and they can practise their early writing skills whenever they choose. Consequently, children learn that they can write for a purpose. Children show good concentration as they join the farm together, twisting and turning the pieces until they connect. They learn to identify shapes and colours, within their play supported by the childminder and her assistant, repeating words and names of colours of the toys they show interest in. Children happily join in counting when they all sing number songs.

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

The childminder works very well with parents to settle children into her home because she understands how important it is to support the transition from home to her setting. Parents and children are invited to visit to ensure both parties are happy with the arrangements and the environment. There are warm and caring relationships evident between the childminder, the assistant and minded children that make children feel valued and secure. The childminder uses lots of praise and encouragement when children achieve and offers cuddles and comfort when they feel less secure. As a result, children's self-esteem and emotional well-being is supported well as they build confidence in their own abilities. Regular visits to the local school and pre-school help prepare children for the move to their next stage in learning as they become familiar with the school routine.

The childminder manages behaviour effectively. A system of positive reinforcement is used. A good knowledge of individual children ensures she is aware of situations that may impact on their behaviour. The childminder has developed a set of house rules outlining appropriate behaviour, which are shared with parents and all children. The childminder and her assistant act as good role models for children. This helps children to start thinking critically about the consequences of their actions, promoting their future life skills. Children's safety is given priority as the childminder ensures her premises are secure. Risk assessments are carried out routinely, which ensures that children are able to play in a safe and clean home. Children are reminded of the need to wash their hands before they eat and after using the bathroom. The childminder supports children and their families to adopt a healthy lifestyle. The meals and snacks that are provided are healthy and offer children the chance to make an informed choice each day over what they eat. Younger children are given the opportunity to feed themselves promoting their independence.

Children's medical needs are known. The childminder and her assistant hold current paediatric first-aid certificates and are confident to deal with minor accidents or illnesses. The childminder is fully aware of her requirements for administering medicines and maintains a log signed by parents. She ensures that children's home routines are maintained through regular ongoing liaison with their parents and the use of a home and/or setting diary. This means that they sleep and eat according to their individual needs, which supports the smooth move between home and the childminding home and supports their emotional well-being.

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

The childminder is aware of her responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are protected as the childminder has a good knowledge of child protection issues. This is further underpinned by a detailed safeguarding policy and her commitment to attend child protection training. This ensures that she is aware of the possible signs of abuse and knows what to do if she has concerns about a child in her care. Children's well-being is promoted as the premises are secure and good safety procedures ensure they are well protected. For example, stair gates are in place, which prevent younger children from accessing the stairs unsupervised. In addition, detailed risk assessments and regular checks enable the childminder to provide a safe environment. All mandatory documentation is in place, including daily registers of children's attendance. Suitability checks for all adults who have regular contact with children have been obtained.

The childminder works well in partnership with parents, outside agencies and other settings. For example, she links closely with the local pre-school, schools and early years workers. Policies are shared with parents providing clear information about her practice to encourage their involvement. This includes obtaining written parental consents, such as for taking children on outings, which supports her in working in line with parents' wishes. Letters and questionnaires received from parents and older children who attend the setting are complimentary about the care and learning provided. They state that their children are very happy and settled within the childminders care.

The childminder has completed all recommendations from her last inspection and regularly reflects on her practice. She takes into account any comments from children and their parents and uses these when reviewing her practice. The childminder is committed to improving her setting. Her planning is tailored to meet the needs of individual children, with clear and concise observations, which take account of the next steps in their development. This enables the childminder to close any gaps in children's learning and help them to make consistently good progress. She is keen to increase her childcare knowledge and regularly reads childcare literature. This provides her with useful information about young children's education and care. The childminder has several years' experience of caring for children and has attended a variety of training courses. However, the programme of professional development is not yet sharply focused so that the childminder enriches her already good skills and knowledge, enabling her to cascade

information down to her assistant. This is in order to ensure that children make the best possible progress.

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	EY299481
Local authority	Leicestershire
Inspection number	877858
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	11/11/2008
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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