

Inspection date

30/09/2014

Previous inspection date

26/03/2009

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

- Teaching is good because the childminder has a secure awareness of how children and babies learn. She supports all children to make good progress through the interesting and challenging experiences she provides.
- The childminder ensures that children are safe in her home and on outings through the use of effective risk assessments and a secure knowledge of how to safeguard children.
- Children are very happy and settled in this homely and welcoming setting. They have good attachments to the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence as their emotional well-being is very well supported.
- Children enjoy a range of visits to places in the local area. This extends learning and promotes social skills as children meet a wide range of people in their community.
- The childminder uses her garden to effectively promote children's physical development and to help them find out about living things.

It is not yet outstanding because

- The childminder does not yet fully provide information for parents about how they can further support their child's learning at home.
- Opportunities for children to explore, investigate and think creatively are not fully maximised as the flexibility to use toys and equipment in a variety of ways is limited.

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 outside and at mealtimes.
- 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 and the childminder's self-evaluation form.
- The inspector took account of the views of parents from written feedback provided.

Inspector

Tracy Hopkins

Full report

Information about the setting

The childminder registered in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 14 and 11 years in Shepshed, Leicestershire. The whole ground floor of the house is used for childminding. There is an enclosed garden for outdoor play. There are currently four children on roll, all of whom are in the early years age group. The childminder supports children who speak English as an additional language. She operates Monday to Friday, 7am to 5pm, except 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:

- strengthen existing good partnerships with parents by providing them with information about how they can support their children's learning at home
- enrich existing opportunities for children to think more creatively, by increasing the range of natural materials and open-ended resources available for them to use in a variety of ways.

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 of the Early Years Foundation Stage. She understands how to support children's development, and as a result, her teaching is consistently good. The childminder gathers information about the children from the outset. She works with the parents to complete 'knowing me, knowing you' booklets to gain an understanding of the children's interests. The childminder observes the children's development to assess their starting points. She demonstrates that she 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 has a good understanding of the requirement to complete a progress check for children between the ages of two and three years. She has not yet completed one due to the ages of children she currently cares for. The childminder builds good relationships with parents that support children's overall well-being and education. She communicates with parents verbally on a daily basis about what the children have been doing and is aware of what they do at home so she can plan complementary activities. However, information shared with parents does not yet consistently include guidance about how they can help support their child's learning at home.

Children are eager and motivated to learn in this good quality provision. Children's communication and language skills develop well because the childminder constantly talks to them as they play and during daily routines. She skilfully provides a running commentary to describe what children are doing, introduces new words to extend their vocabulary and effectively uses stories, songs and rhymes to enhance their attention and listening skills. She uses a wide range of resources to plan activities for children that cover the seven areas of learning. However, the resources used have a specific range of uses, for instance, a toy fire station or farm set. This limits children's opportunities to think creatively and use resources flexibly and in a variety of ways. The childminder uses her observations to plan for children's learning. She consistently links learning opportunities directly to the children's next steps and ensures activities are appropriate for them. For instance, the childminder's observations have identified that one of her children is particularly interested in counting. She uses this information to use effective teaching strategies to link mathematics in everyday activities. For example, they count cars as they line them up in the garage and they count the amount of steps on the climbing frame outside. Consequently, children are making progress in all areas of development. The childminder supports children who speak English as an additional language. Many resources, such as labels on boxes, the daily routine pictures and books, include dual languages. This, along with the childminder's commitment to learn key words in the children's home language, supports the children's communication development.

Children cooperate with each other and are developing friendships with a wider circle of children as they regularly attend local toddler groups. These experiences help children to develop the skills and aptitudes they need to flourish when they move on to pre-school or school. The childminder provides children with a range of opportunities to develop their physical skills, both indoors and outdoors. For example, babies have access to resources where they can pull themselves up to a standing position and cruise along the furniture, which promotes their independent mobility. Outdoors, children develop good large muscle control and coordination as they clamber up the climbing frame and come down the slide. Additionally, children kick, throw and catch balls and shoot them at goals with increasing precision. The outdoor environment also enhances the development of children's understanding of the world. Children are involved in planting and caring for plants in the well-maintained allotment area. Consequently, this promotes children's awareness of how to care for living things. The wide range of learning opportunities means that children make good progress towards the early learning goals and are well prepared for their next stage in learning.

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

The childminder forms strong, secure emotional attachments with the children, which provides a firm foundation upon which to develop their personal, social and emotional skills. For example, babies look at the childminder, respond when spoken to and are calm when held and cuddled. They demonstrate confidence and independence as they move away from the childminder to explore the stimulating environment. Effective settling-in procedures are in place, where children can come and visit before they start. The number of visits is based on individual needs. The childminder also visits the children at home to learn about their daily routine and become familiar to the children. This means there is an

effective move from home to the childminder and they quickly settle into her care.

Children enjoy being outdoors as they have daily access to the well-resourced garden and regularly visit the local parks and soft play areas. This encourages children to be active in the fresh air while developing their physical skills. They visit local groups with the childminder where they play with other children and develop their social skills. Resources are relevant to children's ages and stages of development and they are able to freely access them, developing their independence. Children demonstrate confidence as they explore the resources, and the childminder is always on hand to support their play. Therefore, they are emotionally prepared for the eventual move to nursery or school.

Healthy drinks and snacks, which include water, fruit and vegetables and which are regularly home grown, promote children's learning about healthy food options. The childminder has attended a mandatory paediatric first-aid course. All medication given to children is recorded, dated and signed by parents to keep them informed of their children's well-being. All accidents are also recorded. This means that the childminder can effectively deal with any accidents or minor injuries, and parents are reassured that their children are consistently well cared for and their health needs are met. Children also learn how to help to keep themselves safe. For example, they take part in regular fire drill practises. This ensures they know what to do in the event of an emergency.

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

The childminder has a good knowledge and understanding of how to protect and safeguard all children. The childminder demonstrates a good understanding of what to do if she has any concerns about the welfare of children in her care. Parents receive a copy of the safeguarding policy and are informed of the procedure to follow should they have any concerns about the childminder or her associates. The childminder is very conscientious about keeping children safe from harm and ensures that they are protected and closely supervised at all times. Thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised.

The childminder completes observations and assessments and reviews children's development to make sure that they continue to make good progress. This enables her to quickly identify gaps in children's learning, plan appropriate activities to support them and seek advice and intervention from external professionals, if necessary. As a result, children's individual needs are effectively met as she oversees the educational programme well.

The childminder consistently evaluates her practice, the environment and resources, to ensure she continues to improve as she strives to provide the best possible care and education for all children. The childminder provides questionnaires for parents to establish their views on the strengths and areas for development of the provision. Parents are able to share information about their children with the childminder and they discuss children's progress at drop-off and collection times. Parents are kept up to date regarding their

child's daily events, learning and care needs through the use of a daily diary system. The childminder reads widely about early years practice and carries out her own research into new developments. She meets regularly with other childminders and takes this opportunity to regularly discuss issues and share ideas. The childminder has implemented improvements and addressed the recommendation from her last inspection. These strategies are having a positive impact upon children's learning and safety. This indicates the childminder's good capacity to improve and sustain improvement 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	EY309301
Local authority	Leicestershire
Inspection number	820359
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/03/2009
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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