

Inspection date	23/04/2014
Previous inspection date	03/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 teaches young children the key skills they need to support their future learning well. She understands how the children learn best and what their interests are, enabling her to provide suitable opportunities for them to make good progress.
- Children are looked after in a very safe environment. The childminder has a thorough understanding of child protection issues and makes sure that everything the children come into contact with, whether in her home or when they are out and about is risk assessed and made as safe as possible.
- The childminder is experienced and well organised enabling her to maintain ratios and supervise children well, particularly when on outings.
- The childminder knows how to manage her business and ensures that documents and records are kept up to date and accurate.
- The childminder is constantly reflecting on her practice, attending training and seeking support to enable her to provide the best possible care and learning for the children placed with her.

It is not yet outstanding because

- There is scope to strengthen the assessment process to focus more precisely on children's achievements towards previously identified next steps and to show how this information is used to further support children's overall progress.

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 children engage in free-choice play and discussed these observations with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked registers and contracts to ensure ratios are maintained.
- The inspector checked evidence of the suitability and qualifications of the childminder and her household and talked to her about self-evaluation and improvement plans.
- The inspector took account of the views of parents, carers and other professionals from information included in documentation.

Inspector

Anne Archer

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Leicester Forest East area of Leicester. The whole of the ground floor, one bedroom and bathroom on the first floor is used for childminding. The family has two pet cats. The childminder cares for 13 children in total, including eight in the early years age group. Children attend for a variety of sessions. The childminder attends local toddler and activity groups with the children. She visits the nearby parks on a regular basis and takes children to, and collects them from the local primary schools and pre-school. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds a level 3 qualification in childcare and education.

What the setting needs to do to improve further

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

- strengthen the assessment process to focus more precisely on children's achievements towards previously identified next steps and use this information to further support children's overall progress.

Inspection judgements

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

The childminder teaches children the key skills they will need to support their future learning well. She thoroughly understands how the children she looks after learn best. This enables her to provide suitable opportunities for them to make good progress. The childminder gives children time to think about what she has asked them and then follows up their responses with supportive language or actions. For example, a child responds that yes, they would like a drink, so the childminder moves into the kitchen to make one. The childminder observes children as they play and makes sure they are making good progress across all areas by tracking their learning in line with expected developmental milestones. She does this to make sure children gain the skills they need to be ready for the next stage in their learning. Any areas of concern are highlighted and steps are taken to further support the child. However, on occasions, progress towards identified next steps is not always used when planning for future learning. The childminder completes a baseline assessment when new children are settled in. Regular full reviews of children's development and learning are also completed. These include the progress check for children at age two and an assessment at 36 months.

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. Younger children show that they understand how conversations work and listen intently to the childminder as she talks to them. The childminder talks with parents when there are any potential concerns about development and offers advice and support. Children play cooperatively and take turns with others. For example, they enjoy painting sessions and take turns to use the easel. They talk about what they are painting and share their ideas. This shows that they have positive relationships with the childminder and their peers.

Books are easily accessible and feature in the children's routine as they listen to stories at home with the childminder and attend story time sessions locally. Children join in appropriately for their developmental stage. Children also visit other local activity groups with the childminder which enables them to socialise with other minded children of a similar age and to play with different toys. They go on outings to local parks and talk about the birds and other wildlife they can see as they walk along the footpaths to and from school. In preparing children for the transition to school the childminder ensures that children are confident in being around larger groups of children. They attend toddler and activity group sessions. This helps children to learn about the local community and refines and enhances their good social skills.

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

The childminder works hard 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 and the minded children that make them feel valued and secure. Children's behaviour is managed consistently well. They learn to share and take turns and older children learn to be considerate and caring towards their younger friends. The children have made up a slogan 'sharing is caring and caring is sharing' that they sing to each other. Children are treated respectfully by the childminder and they thrive on the encouragement and praise they receive.

Children are looked after in a very safe environment. Although children are encouraged to consider theirs and their friends' safety as they play, the childminder makes sure that everything they come into contact with is risk assessed and made as safe as possible. For example, toys in the conservatory and playroom are rotated depending on which children will be present to ensure they are appropriate for their stage of development. Other toys and resources are freely accessible in the playroom and children enjoy looking and choosing with the childminder. The childminder reviews risk assessments for all walks and outing venues and updates them when anything changes. For example, a regular outing is to the park near the school. The childminder checks at each visit that everything is safe and suitable for the children and if it is not they are unable to use a certain area, such as the swings if adults are smoking nearby. Children's personal care skills develop as they learn about the importance of hand washing at certain times and put on coats and shoes before an outing. This promotes children's good health.

The childminder promotes healthy eating. She takes into account children's dietary needs

and parental preferences when planning and preparing snacks and meals. She encourages children to try different fruits and vegetables at meal times. Children's medical needs are well known to the childminder. She holds a current paediatric first aid certificate and is confident to deal with minor accidents or illnesses. She is fully aware of the requirements for administering medicines and maintains a log signed by parents.

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

The childminder has an excellent understanding of her roles and responsibilities in relation to the safeguarding and welfare requirements. She has a thorough understanding of child protection issues and her procedures include use of social media, mobile phones and cameras in her home and on outings during childminding hours. She understands how to manage allegations against herself and her family and the safe collection of children. The childminder makes parents aware that her husband occasionally works with her and that they and their family have undergone suitability checks with Ofsted so they can be assured of their children's safety. Children are looked after in a very safe environment. The childminder adheres to adult-to-child ratios at all times and supervises the children well, particularly on outings with other childminders and before and after school when there are a mix of ages.

The childminder is well organised. She has a good understanding of the requirements of the Early Years Foundation Stage and provides activities to support children's development in all areas of learning. The childminder is aware that there is scope to enhance the system she uses to assess children's progress. She knows how to manage the business side of her provision to ensure that documents and records are kept up to date and that the security of her setting and of the children is maintained. Policies and procedures are reviewed and updated regularly and shared with parents so they can understand how her provision operates. As children move on to pre-school or school they are well supported by the childminder. She familiarises them with the new setting and liaises with staff to make their transition as easy as possible.

The childminder constantly reflects on her practice. She has gained a National Vocational Qualification in Childcare at Level 3 since her last inspection and continues to attend training and seek support to enable her to provide the best possible care and learning for the children placed with her. The childminder takes into account any comments from children and parents and uses these when reviewing her practice.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY312910
Local authority	Leicestershire
Inspection number	967498
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
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, 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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