

Inspection date

06/08/2014

Previous inspection date

18/06/2009

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 quality of teaching is good. The childminder skilfully extends children's learning through challenging and interesting learning experiences. As a result, children are interested and keen learners and their progress is consistently good.
- The childminder is a very good role model and she safeguards children effectively so they are kept safe from harm. She has a good understanding of the suitable procedures to minimise risks.
- The childminder is able to self-evaluate her practice and identifies her strengths and areas for development. She works effectively with her co-childminder to build on their skills to improve children's welfare, learning and development.

It is not yet outstanding because

- There is scope to strengthen links with parents so that they are even more involved in their children's learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the childminder's home and outdoors and talked to the childminder at appropriate times during the inspection.
- The inspector observed aspects of safety in the home.
- The inspector looked at documentation including children's assessment records and other required documents.
- The inspector took account of the views of parents who were spoken to during the inspection.

Inspector

Julie Dale

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory part of the Childcare Register. She works with another registered childminder and minds from her co-childminder's house in East Goscote, Leicester. The co-childminder's husband also lives at the property. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden for outside play. There are four children in the early years age group on roll. The childminder takes and collects children from local schools. She attends several groups on a regular basis. Both childminders have equal responsibility for the childminding practice.

What the setting needs to do to improve further

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

- develop further the existing good partnerships with parents to involve them even more, for example, by contributing ideas about how to move their children on in their learning so that they 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 knows the children very well and uses this knowledge to effectively plan resources and activities for children that support their continuous development. She uses effective teaching strategies so that children are learning through their play and she incorporates a range of different areas of learning into games according to children's interests and abilities. The childminder and children plan, build and use a race track for cars, talking about how they can use bricks and ramps to make tunnels and bridges. The children enjoy the game as they make the cars chase under and over obstacles and the childminder uses it to reinforce their previous learning and knowledge about positional language. The childminder also uses the game to help children learn about colours, numbers and size as they find different objects for the track. Children enjoy going on a bug hunt and develop good language skills as they describe the way the creatures move and what they feel like as they hold them in their hands. Access to these opportunities and interactions with the childminder helps children to develop the skills and knowledge they will need to be ready for school.

Support for children's communication and language development is very good as the childminder supports and extends their vocabulary as they play. Children all make good progress towards the early learning goals because the childminder plans activities matched to their needs and the quality of teaching is good. The childminder is constantly observing and monitoring children and takes note of their 'wow' moments. She uses these observations to inform accurate assessments of the children using relevant information

about child development. As a result, the childminder has a clear picture of each child's current abilities and plans suitable next steps in their learning to move them on, for example, making instructions more complicated as children's understanding increases.

The progress check for children between the ages of two and three years is completed by the childminder and covers a detailed summary of the child's learning. The childminder builds good relationships with parents that support children's overall well-being and education. They communicate verbally on a daily basis about what the children have been doing and the childminder is aware of what they do at home so she can plan complementary activities. Parents are kept informed about children's progress. However, there is scope to strengthen these partnerships to involve them even more, for example, by contributing ideas about how to move their children on in their learning so that they make the best possible progress.

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

The children develop secure attachments to the childminder and the positive relationships support children's well-being and development. The childminder is enthusiastic and her manner engages children so that they enjoy learning through play. The childminder has a strong focus on supporting children to develop their confidence so that they are able to play happily alongside other children and she plans activities that children can do together. This is important because she is preparing them emotionally for school. The childminder sets high expectations about behaviour and her instructions to children are clear. Consequently, the children behave well. Disputes between children are effectively resolved because the childminder talks through the solution so the children are learning how to tolerate each other and play cooperatively.

The childminder is developing children's understanding of the importance of a healthy diet and children have the opportunity to grow fruit and vegetables in her garden which they eat as snacks. Children are also learning the importance of hygiene because the childminder reminds them to wash their hands to make them 'nice and clean' before they eat lunch. The childminder promotes children's independence because resources are easily accessed so that children can choose toys and games during self-directed play. Children are able to manage their own personal needs according to their age. They put on their shoes unaided as they go outdoors and ask for their sun hats when it becomes warm.

Children have the opportunity to play outside and go on outings with the childminder so they are getting fresh air and exercise. The childminder and children enjoy going for walks in the surrounding countryside and the childminder uses the opportunity to collect natural materials and teach the children about the natural world. The childminder explains to even the youngest children about why they must not do something, so they are beginning to understand about how to manage risks and keep themselves safe.

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

The childminder is secure in the knowledge and understanding of her responsibility towards meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed training and is very clear about what she must do if she has any concerns about a child's welfare or well-being. This includes her knowledge and understanding of who to report any concerns to. The childminder has a varied range of record-keeping routines and written policies and procedures established to support children's safety and the operation of the setting. These are regularly reviewed and shared with parents. The childminder ensures that all adults associated with the setting are suitable to work with children. Comprehensive risk assessments are in place to ensure that the environments, both inside and outside the home, are safe. The childminder completes risk assessments and daily checks, taking action to remove or minimise any hazards that are identified quickly. The fire evacuation procedure is practised regularly so children are learning how to keep safe in an emergency. As a result, children are free to explore and play in safety.

The childminder monitors children's learning and development and tracks their progress. The observations and assessments she gathers are recorded and discussed with her co-childminder to ensure that all areas of learning and development are covered and that children are making good progress. Any gaps in learning are quickly identified and strategies put in place to move children forwards in their learning, so that progress is continual. The childminder values and acts on the support she receives from the local authority advisor. She works well with her co-childminder to self-evaluate and reflect on their practice because they informally observe each other on a daily basis. Children's views are listened to as part of the evaluation. The childminder and co-childminder accurately identify areas for development as well as their strengths, and take on particular roles according to these.

The childminder works effectively with other early years providers at settings children also attend, so as to provide continuity of learning as she shares their assessments and development records with them. The good partnership with parents allows a regular two-way flow of information that generally supports children's well-being and development. However, there is scope to improve these partnerships further to strengthen their involvement in their children's learning.

The Childcare Register

The requirements for the compulsory 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	EY331644
Local authority	Leicestershire
Inspection number	862493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	18/06/2009
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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