

Inspection date	14/01/2013
Previous inspection date	28/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Met
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 play and learn in a warm, welcoming, calm and homely environment.
- Children are settled, happy and display a sense of belonging.
- Children engage in a wide range of fun learning opportunities which capture their interests and support their progress towards the early learning goals.
- Children's individual care needs are fully accommodated and they thrive in the childminder's care.

It is not yet outstanding because

- Opportunities to involve children in planting and growing activities are not yet fully embraced.
- There is more scope to network and develop links with other settings, professionals, individuals and groups within the local community.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activity indoors and outdoors.
- The inspector held a series of discussions with the provider.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector took account of the feedback from parents and carers, and of the information included in the childminder's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

The childminder was registered in 2006. She lives with her child aged 13 years in Hinckley, Leicestershire. The whole ground floor of the property is used for childminding, along with toilet facilities on the first floor. There is a fully enclosed garden available for outside play. The family has three pet cats.

The childminder is registered by Ofsted on the Early Years Register and the voluntary and

compulsory parts of the Childcare Register. There is currently one child on roll within the early years age range. The childminder is a member of a recognised childminding association.

What the setting needs to do to improve further

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

- help children to learn about the food chain by planting, growing, gathering, preparing and using different foods
- build further links with other settings, professionals, individuals and groups in the community to support children's development and progress.

Inspection judgements

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

Children play and learn in a warm, welcoming family home. Relationships are strong, and the childminder's practice is based on a secure understanding of how to promote children's learning and development. The childminder uses her knowledge of what each child enjoys doing and their current level of development to plan the activities, equipment and best approach. Ongoing observations are conducted, and the childminder draws conclusions from what she has seen to make an assessment. As a result, planning consistently reflects children's individual needs and interests, and learning is accurately focused. Children thoroughly enjoy their time at the provision and receive appropriate challenge. They show curiosity and happily explore the world around them.

A good balance of activities ensures that children have ample opportunities to be active or to rest and relax. Children are very creative and children take pleasure painting, drawing and making masks, keyrings and placemats. Tactile, messy play is popular and children have fun as they explore sand, jelly and bubbles. Children are currently attracted to the beads and demonstrate their skills as they carefully thread the vibrant wooden shapes onto laces. The childminder is skilled at establishing the conditions for rich play. She provides plenty of space, time and choice, along with opportunities for children to think creatively and flexibly, solve problems and link ideas. Children display high levels of energy and fascination. They learn by trial and error, show a 'can do' attitude and maintain focus.

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

Care practices are good and children form secure attachments, which promotes their well-being and independence. Relationships are strong and children show that they feel safe in the setting. Children are well prepared for the next stage in their learning and the childminder takes all appropriate steps to ensure that transitions to other settings and school are as smooth as possible. Children are confident, keen to help and gain a sense of responsibility as they learn to do things for themselves. As part of this, children put on their own socks and shoes, chop vegetables, wash up and mimic the childminder by using a little dustpan and brush. Children's behaviour is good and they respond very well to the simple routine which adds pattern to their daily lives.

Children thrive as their physical, dietary and emotional needs are very well met. They enjoy plenty of fresh air and exercise as they use the childminder's garden, feed the ducks at the local council offices, visit the park and walk to the shops for milk and bread. Children display a positive approach to eating healthily and relish home-cooked, hearty meals including beef stew and cottage pie. Although children play educational games and read relevant stories, there is more scope to encourage their active participation in growing and using different foods. Children learn about safety issues as they handle scissors, negotiate play apparatus, hold hands while crossing the road and practise the emergency evacuation procedure. This also helps children to gain a good understanding of risk.

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

There is a strong emphasis on high-quality care and the childminder embarks on regular training to improve her professional development. All documentation required for the safe and efficient management of the provision is in place, and clear policies and procedures are implemented consistently. Self-evaluation is good and is used to ensure practice is reflected on in order for areas for improvement to be identified. Practice is fully inclusive and the childminder demonstrates a positive approach to meeting the individual needs of each child. Arrangements for safeguarding children are strong and well embedded. A broad range of experiences help children make good progress towards the early learning goals.

There is a strong commitment to caring for children appropriately for each family and parents are involved from the outset. The childminder fully understands the valuable role parents play in supporting their child's learning and development. In light of this, parents are supplied with both verbal and written information relating to daily activities, routines and care practices. Owing to the fact that the childminder is fairly new to the area, opportunities to network and share good practice are currently in their infancy. Nevertheless, the childminder talks positively about developing links with other local services and working with professionals wherever necessary to promote consistency of care. Children gain a sense of well-being within a safe, supportive and secure environment.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY332341
Local authority	Leicestershire
Inspection number	788246
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	28/03/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

