

Inspection date	09/09/2014
Previous inspection date	04/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have developed warm relationships with the childminder and her assistant, who effectively support their personal, social and emotional development. Consequently, children feel safe and secure in the childminder's care.
- The childminder successfully identifies risk with her home and garden and takes appropriate action to minimise them. Children are safeguarded because the childminder is aware of her responsibility to protect them.
- The childminder is aware of learning and development requirements. She is able to plan for the children's individual needs and completes observational assessments in partnership with parents.
- Young children are developing good communication and language skills because the childminder provides good levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.

It is not yet outstanding because

- The programme of professional development is not yet sharply focused and targeted to ensure that the childminder and her assistant are consistently improving their already good skills and knowledge.

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 activities in the children's learning environment.
- The inspector discussed operational activities with the childminder.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector looked around the areas of the home that are used during childminding hours.
- The inspector checked evidence of suitability of the childminder and any other persons living and working on the premises over the age of 16 years.
- The inspector discussed self-evaluation as a way of identifying improvement for future development of practice.

Inspector

Tracey Hobbs

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their three children aged 13, 10 and eight years in East Goscote, Leicestershire. The childminder works with an assistant. The whole ground floor of the house is used for childminding. The family has three pet dogs. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, 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:

- develop the programme of professional development further, including for assistants, by ensuring it is astute and targeted to their individual needs, to enhance their already good practice.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder and her assistant know the children well and understand how to best support their learning. Since her last inspection, the childminder has developed systems which support her to assess and monitor children's learning effectively. Consequently, all children's learning is closely tracked and they make good progress in their learning and development. The childminder works well with parents to establish children's starting points. This promotes a shared approach to supporting continuity in children's learning to maximise the progress they make. Learning journals are shared with parents, promoting their involvement in their children's learning. The childminder completes regular summaries detailing children's achievements and possible next steps in learning. Children also enjoy looking at and contributing to their journals, ensuring they are fully involved in this process. In addition, parents are encouraged to share their children's achievements at home.

Children confidently make choices in their play and take the initiative in seeking out their favourite toys. Resources are organised so that the majority of toys are stored within easy reach. This invites children to freely use them and, as a result, they develop good independence skills. Children's language development is fostered well, as the childminder constantly engages them in conversation and plays alongside them, asking open

questions. For example, children playing with an activity centre are asked, 'what lights will come on next?' They work out that it is the red light, and the childminder extends their language by asking them if they know what the colour is called. This means that children are introduced to new words and this adeptly extends their vocabulary. They have access to books that the childminder willingly shares with them. Young children are beginning to understand how conversations work and listen intently to the childminder as she talks to them, then respond with actions or words. Children enjoy quiet times sitting with the childminder and join in appropriately for their developmental stage. Children visit local groups with the childminder, which provides opportunities for them to learn to socialise with children of a similar age and to play with different toys. They go on outings to local parks and talk about what they can see on the walk to and from school.

Children play happily with building bricks and concentrate well. There is a good balance of child-initiated and adult-led activities. The childminder demonstrates that she knows children well. She is able to talk confidently about children's starting points in learning and the progress they have made with her. The childminder has a good understanding of her responsibility to carry out the required progress check for children between the ages of two and three years, in partnership with a local playgroup. She keeps parents up to date with children's ongoing development and discusses their interests and progress on a daily basis. Parents are also encouraged to contribute towards their children's learning journal.

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

The childminder is warm and friendly and children have formed secure attachments with her and her assistant. From the start, the childminder works closely with parents to ensure children's routine needs are met and their well-being is supported. She has established good settling-in procedures which support children to become accustomed to their new surroundings and settle quickly. Consequently, children's emotional well-being is appropriately supported. The childminder provides consistent boundaries and familiar routines, which support children to feel safe and secure in her care. She constantly praises the children on their achievements. Consequently, children are happy and they develop a strong self-esteem and a sense of belonging. The childminder promotes children to develop good manners, for example, as she reminds them to be kind to each other. This helps children to develop positive behaviour and build on the necessary skills to support their social and emotional development, for when they move on to the next stage in their learning.

All areas of the home used for childminding are clean and welcoming for children. Children enjoy consistent access to a good range of resources, both indoors and in the garden. They learn to ride wheeled toys and to play safely on equipment, by learning how to assess and manage risk. The childminder and her assistant provide children with good experiences outside of the home. They go on regular local walks and outings, such as visits to various parks and the library. This supports children's physical well-being and promotes their understanding of the local community. In addition, children are introduced to group situations, where they socialise with a wider range of children and adults, which helps to prepare them emotionally and socially for their future move to pre-school.

The childminder takes into account children's dietary needs and parental preferences when planning and preparing snacks. She provides and encourages children to try different fruits and vegetables, and promotes healthy eating within her setting. Children's medical needs are known to the childminder and her assistant. They both hold a current paediatric first-aid certificate and are confident to deal with minor accidents or illnesses. The childminder 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 a clear understanding of her role and responsibilities and is confident in her ability to keep children safe and protect them from potential harm. She has a good knowledge and understanding of safeguarding issues and ensures she keeps updated on any new documentation. She is confident when identifying the possible signs of abuse and has a clear understanding of what to do if she has any concerns about a child's welfare. This includes the procedure to follow should an allegation be made against herself or a member of her family. A range of written policies and procedures underpin her practice, all of which are shared with parents to promote children's safety and protection. In addition, detailed risk assessments help to ensure the environments used for childminding are safe and secure.

The childminder is committed to improving her practice and she has made good progress in enhancing her childminding provision. 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. Through careful monitoring and evaluation, the childminder looks at areas for development. For example, she recognised that her practice in the area of assessing children's learning and development was not effective to plan challenging and enjoyable experiences for each child. By accessing advice and guidance from the local authority early years worker, she has extended and developed the children's assessments and learning journals to ensure they enhance her planning and they now provide challenging experiences, incorporating children's individual interests. The childminder has made a positive impact on children's learning. She is keen to increase her childcare knowledge and regularly researches using the internet and reads childcare literature. This provides her with useful information about young children's education and care.

The childminder is constantly reflecting on her practice, and seeks support from other professionals, such as staff at the local pre-school, to enable her to provide the best possible care and learning for the children placed with her. She takes into account any comments from children and parents, and uses these when reviewing her practice. The childminder has developed her practice since the last inspection and subsequent monitoring visit by Ofsted, and now has an effective system in place to monitor and evaluate children's progress. The childminder has several years' experience of caring for children and has attended a variety of training courses. However, development plans are

not yet tailored to include her and the assistant's individual learning needs and interests, to ensure that they continue to improve their now good practice.

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	EY395608
Local authority	Leicestershire
Inspection number	974162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	04/03/2014
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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