

Inspection date	06/03/2013
Previous inspection date	09/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Children are building attachments and bonds which promotes their well-being and independence.
- Children benefit from a suitable range of play materials to support their learning and development.

It is not yet good because

- Ongoing assessment is not rigorous enough to identify if children are making satisfactory progress in relation to their developmental age or how their progression can be planned for; including support at home.
- The childminder is not proficient in monitoring and evaluating her practice in order to identify areas for continuous improvement. As a result, plans to support future improvements are not secure.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Patricia Bowler

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 three children aged 16, 12 and five years in a house in Rothley, Leicestershire. The whole of the house and the rear garden are used for childminding. The family has a pet dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make use of ongoing observation and assessment of each child's progress against all seven areas of learning, taking account of their age and stage of development and use this information to identify, and plan for, the next steps in their learning

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

- involve parents in their children's learning by encouraging them to share their views and enhance children's development at home
- establish a clear action plan to develop and bring about improvements for children.

Inspection judgements

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

The childminder's home is warm and welcoming, helping children to feel safe and secure when left in her care. They respond with obvious affection to cuddles and quickly settle to play with a range of good quality resources. The childminder knows the children well, providing toys and activities which reflect their interests and encourages their learning. They sit together on the carpet where the childminder gently supports them to sort and

post shapes, match colours and operate musical toys, developing early curiosity in mathematics and technology. The childminder listens carefully to children, especially those just beginning to use recognisable words. They share books, pointing to animals and imitating the sounds they make, enjoying making connections through pictures, text and sounds. As she talks to children when they play, they learn new words to add to their growing vocabulary. This helps them to develop their communication and language skills and make satisfactory progress towards the next stage in their learning and development.

The childminder gathers valuable information from parents about what children can do when they begin in her care, to identify starting points in their learning. She completes observations to assess what children can do, supported with photographs to illustrate activities they have enjoyed. However, these are not assessed to identify if children are making satisfactory progress in relation to their developmental age or how their progression can be planned for; including support at home.

Children enjoy physical play in the garden and visits to local parks. They collect leaves, twigs and pebbles to make interesting collages and patterns when they return to the childminder's home. This incorporates nature into their play. Younger children visit a toddler group on a regular basis to mix with other children. They build confidence to venture away from the childminder to experience group activities in different surroundings and meet other children and adults. This satisfactorily enhances necessary skills for school readiness when the time comes.

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

Children move confidently around the home. Younger children play confidently, exploring their surroundings with growing interest to become inquisitive and active learners. They build secure attachments with the childminder because she discusses daily routines with parents before they begin, enabling her to tailor care to support their individual needs. This contributes to children's emotional wellbeing ensuring they make a smooth transition into the childminder's care and feel secure. This is enhanced as she maintains all required records and documents to maintain their care needs.

Children's knowledge about personal safety is promoted well through rules that are established with older children and continually reinforced for younger ones. The childminder acts swiftly to intervene when sharing becomes an issue. She gives a simple explanation and distracts children towards other toys and activities helping them to understand the needs of others and their own self-control. The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement so they know their actions have been acknowledged.

Children practise road safety as they walk to and from school and a poster informs older children of other issues including stranger danger and action to take in situations such as bullying. This ensures they know what to do to keep themselves safe.

Arrangements for personal hygiene are effective. The childminder is vigilant in her practice to ensure the premises are clean. Children acquire good habits through consistent routines and as a result, the risk of cross infection is minimised. Children's health is further supported with discussions about dietary needs and a variety of nutritious meals. They sit together to enjoy a snack including bananas and apple during the morning.

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

Policies for the safe and efficient management of the childminder's service are established and reviewed. Sound working relationships are fostered with parents through the provision of a 'welcome pack'. This informs parents of all policies and procedures, of which they are provided with copies, along with pertinent information, which is included to support children's individual needs. Daily discussion is held as children arrive and depart and, as a result, parents are fully informed of what the children have done during the day.

Robust risk assessments ensure children remain safe indoors, outdoors and on outings. The childminder has a secure understanding of her responsibility to protect children from possible harm and of the procedures to follow should she have any concerns. Consequently, risks to children's safety are minimised and their well-being is given priority at all times.

The childminder is keen to develop her service and has attended a number of training courses and a conference day. She has a sound understanding of how children learn and this enables her to provide an appropriate range of activities and experiences. Some parents have completed questionnaires and speak highly about the care their children receive. However, the childminder is not proficient in monitoring and evaluating her practice in order to identify areas for continuous improvement. This impacts particularly on her ability to tailor activities and experiences specifically to children's learning needs, so that they make better than satisfactory progress.

The childminder does not care for children who attend other early years settings although she is aware of the importance of liaising with other professionals if necessary, to ensure transitions are smooth and children are fully supported.

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 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 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	EY398717
Local authority	Leicestershire
Inspection number	817766
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	09/11/2011
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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