

Inspection date

17/01/2013

Previous inspection date

14/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children are appropriately supported as they develop their independence which helps them as they move into full time school.
- Children are increasing in confidence in their language skills as they share conversations throughout their play with the childminder.
- Children form trusting relationships with the childminder which enables children to feel secure and develop their self-esteem.

It is not yet good because

- Identified key areas for improvement are not yet fully implemented to ensure children benefit from better practice in all areas.
- The indoor play space is not sufficiently flexible to enable to children to further explore and discover more varied play experiences.
- The required review for children aged between two and three years is not completed and so planning for their further progress is not clearly identified.
- The safety of some equipment used by the children has not been included in the risk assessment, potentially placing their safety at risk.

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 activities in the playroom and in the living room.
- The inspector inspected the areas of the premises used by the children.
- The inspector looked at a range of documentation relating to children and the setting and children's assessment folders.
- The inspector spoke with the childminder at appropriate times during the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, one child aged 14 years and one adult child in Ashby-de-la-Zouch in Leicestershire. A playroom, lounge and first floor toilet facilities are used for childminding. There is a fully enclosed garden for outdoor play. The family have two pet dogs. The childminder collects children from local schools. There are currently nine children on roll, one of whom is in the early years age

group. Children attend for a variety of sessions. The childminder operates all year round. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- ensure that parents and/or carers are provided with a short written summary of their child's development in the prime areas when they are aged between two and three years, identifying the child's strengths, and any areas where the child's progress is less than expected.

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

- develop further the system for continuous improvement identifying strengths and weaknesses, so that weaknesses and strengths can be identified and plans made to improve the provision for all children
- identify aspects of the environment that need to be checked on a regular basis, and how the risk will be removed or minimised with reference to the climbing frame and younger children using adult scissors
- arrange flexible indoor space and resources where children can further explore and play.

Inspection judgements

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

The childminder has a suitable understanding of the revised Early Years Foundation Stage Framework and how to promote the learning and development of children. A range of appropriate learning experiences are provided that are varied and promote all areas of learning. An assessment of children's progress is in place that identifies their next steps and is illustrated by photographs and descriptions of their activities. Parents have regular opportunities to look at their child's individual folders and photograph albums so they are provided with a better understanding of their children's daily learning experiences. However, the childminder is unaware of the required review of each child's progress that must be completed when a child is aged between two and three. This means that the monitoring of children's developmental progress is not fully effective and their strengths and any areas where the child's progress is less than expected are not fully identified. Children enjoy learning through play and make satisfactory progress in line with their

starting points. They develop their early writing skills as they make marks and draw using pens and pencils. Children use number to make sense of their environment and to solve problems. They are recognising some written text as they complete the weather chart and discuss with the childminder what day it is and the date. Children enjoy singing as they mark make and explore the environment which promotes their confidence and communication skills.

Children are developing positive language skills because they enjoy talking to the childminder about their lives at home and describe what they are doing during creative play. However, the space available is not always used effectively to provide children with opportunities to fully explore and extend their play into different areas. Activities are sufficiently tailored to children's individual learning needs to ensure that they make satisfactory progress in their learning. Children are able to easily access a selection of resources that reflect their current interests and are given opportunities to make their own choices. They particularly enjoy using their imagination as they pretend to have a picnic and go camping collecting toys and equipment and discussing with the childminder what to take with them. Children are supported as they play as the childminder is aware of their stages of development and matches the support offered to their individual abilities. Children develop skills that they need for future learning as they take responsibility, behave appropriately and become confident in their communication skills.

Visits and walks to the local rural areas encourage children to learn about the natural world around them. A gradual settling-in period when children start at the setting is used to enable children gain confidence and allows them to become familiar with their new environment. Children's transitions are suitably supported as they move into full time school as information regarding their individual progress is shared with both their parents and teachers. This also allows time for the childminder and the parents to share further information to support the transition from home. The childminder has sound partnerships with parents, who are encouraged to details of their daily care routines share information regarding what their children can do.

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

Children enjoy a close relationship with the childminder as she is warm and caring. This results in children who are confident and enjoy instigating their play experiences. Activities are accessible so children explore and choose resources they need as they play. The supportive and warm relationship provided by the childminder promotes children's confidence. Children respond appropriately to the boundaries that are set and are learning to take responsibility for their actions. The childminder is calm and considerate and is good role model so that children are learning by her example. Children enjoy their play activities as these reflect their interests. Frequent praise and encouragement promotes children's positive self-esteem.

Children are encouraged to develop healthy lifestyles because the childminder follows appropriate hygiene procedures that meet their physical, nutritional and healthcare needs. Opportunities are provided for outdoor play and walks around the local area. The childminder supervises children, and reminds them to play safely. However, the risk

assessment does not consider everything with which children come into contact with. For example, children use adult scissors and the potential risks of a wooden climbing frame have not been fully considered. The childminder's guidance and support helps children to become independent in their personal care. Children are offered nutritious snacks and packed lunches which are provided by their parents and carers. Children learn how to manage potential dangers when out and about with her, for example, how to cross the road safely. These skills support children's eventual move to school.

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

The childminder has a suitable knowledge of the Early Years Foundation Stage requirements and safeguarding and welfare requirements, so knows how to meet the individual learning and development needs of the children in her care. There are policies and procedures in place that are shared with parents so that they understand her responsibilities. She has an appropriate understanding of safeguarding issues and knows how to report any concerns about a child's welfare to the relevant agencies. Children are protected in the event of having an accident or being ill because the childminder has a current first aid certificate.

The school collection service is managed appropriately as they are taken to and collected from school. Children's transitions are supported as they move into full-time school and are cared for by the childminder after school. For example, the childminder takes time to speak to teachers at the end of the child's school day and is kept updated regarding each child's progress. The childminder forms partnerships with parents and shares information with them regularly regarding their child's care. Information is obtained about children's needs, preferences and routines before they start that helps to meet their needs.

The childminder conducts some measurement of the effectiveness of the setting. However, this not yet sufficiently developed to fully consider all weaknesses and to result in significant benefit to children's care and learning. She attends training opportunities that extend her knowledge and skill. There are appropriate partnerships in place with external agencies to support children with a specified need as the childminder knows where to seek support.

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
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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	EY415813
Local authority	Leicestershire
Inspection number	875568

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	14/09/2011
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 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.

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