

Inspection date

20/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 childminder knows the children well and has a good understanding of their individual interests and learning styles.
- Children feel confident and secure with the childminder and are learning how to keep themselves safe and healthy through planned activities and everyday routines.
- The childminder has implemented effective systems to enable her to observe and assess children in order to provide a broad range of play and learning opportunities which are reflective of their individual next steps.

It is not yet outstanding because

- Effective strategies to enable the childminder to make full use of her time and available resources in order to support the daily transition from one setting to another are not yet fully established.
- Systems to ensure effective and consistent self-evaluation and reflective practice are not yet fully established and do not include the views of parents.

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 on the ground floor.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's 'Learning Journeys', planning documentation and a selection of policies, procedures and children's records.

Inspector

Claire Jenner

Full Report

Information about the setting

The childminder was registered in 2012 and lives with her two adult children in Leicestershire. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has pet gerbils and chinchillas.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four children attending in the early years age group. Children attend on a full and part-time basis. She also offers

care to children aged over five to 11 years. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend current systems to ensure opportunities for self-evaluation and reflective practice are in place to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children
- review and update strategies to ensure the effective use of time and resources in order to support the daily transition from one setting to another.

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 prime and specific areas of learning and a clear understanding of how children learn through their play. She offers a good balance of play and learning opportunities both within and outside of the home. The childminder has a good knowledge of children's individual interests and learning styles and the range of resources and activities meet their needs well. For example, the childminder recognises a child's particular interest in action figures and so uses these as a starting point to introduce new learning opportunities, such as, using them with paint to create printed pictures or putting them with natural resources, such as sand and water. She completes written observations and assessments for each child which demonstrates that children are working comfortably within the typical range of development expected for their age. The childminder effectively uses this information to plan an educational programme that provides a good range of interesting and challenging experiences across the seven areas of learning.

Children attend group settings on a daily basis and the childminder works directly with the children, both in the group environment and within her home. Consequently, she knows the children well and can offer a consistent level of support. However, systems to enable the childminder to manage this daily transition successfully have not yet been fully established and, on occasion, results in a lapse of focus within children's play. Children's early communication is effectively promoted because the childminder talks to them about what they are doing as they play and recognises the need to listen carefully and allow

children opportunities and time to express themselves. For example, children share their favourite books with the childminder and enjoy talking about the familiar characters and re-telling the story. Through appropriate questioning and lively discussion the childminder and a child decide upon the best position of the sand tray in order to minimise the risk of slipping.

All children are provided with opportunities to participate in activities to enhance their creative development on a regular basis. They use a selection of materials and tools to create their own pictures, which are displayed attractively on the walls of the childminder's home, taken to the child's home or included in children's individual 'Learning Journeys' to share with parents. Children enjoy music and often spontaneously break out into a group rendition of a favourite song. Children are developing their physical skills well as they regularly go for walks in the community and visit the local park near the childminder's home. They also have easy access to the childminder's garden, where there is an increasing range of toys and resources.

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

Children are relaxed and at home in the setting and are cared for in a comfortable and secure family environment where the childminder provides consistent supervision. She provides a well-resourced and stimulating learning environment for children and they are confident to explore and make independent choices about what to play with. For example, one child chooses to play in the sand, another with the dolls and pushchair and another with a selection of action figures. Children have good relationships with their peers, and the close relationships with the childminder demonstrate very secure attachments. The childminder participates with enthusiasm and joins in with the games and activities, responding positively to children's individual interests and ideas. Children's personal, social and emotional development is effectively promoted as the childminder regularly praises them for their achievements which helps to develop their confidence and self-esteem. They behave well at the setting and understand what is expected of them. Through group games, such as 'bingo', children learn how to respect and help each other, share and take turns. Any minor disputes are dealt with calmly and sensitively by the childminder which creates a harmonious and happy atmosphere.

The childminder helps children to understand how to stay safe and healthy as she is a positive role model. For example, children understand the importance of good personal hygiene as they are well supported by the childminder while they clean their hands before eating. They are encouraged to make healthy choices at meal times. For example, the childminder suggests they try the fruit and vegetables before they eat their biscuit at lunch. Children enjoy visiting the local shops with the childminder to choose what they would like to eat and help prepare their meals on a regular basis. For example, they help to make pizzas, spread butter on crackers and chop fruit. The childminder works closely with parents in order to ascertain children's individual dietary needs and allergies and together they agree arrangements for providing meals and snacks.

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

This is the childminder's first inspection since registration and she has made a solid start to her childminding business. She has transferred her knowledge and experience of the Early Years Foundation Stage, gained from working with children within group settings, to her role as a childminder. She demonstrates a professional approach to her role as a childminder and shows a strong commitment to the children in her care and to continued improvement. However, effective systems to enable her to robustly monitor and evaluate her provision and strategies to enable her to feed in the views obtained from parents are still in the early stages. As a result, she has only recently begun to clearly identify areas for improvement in order for her to implement a plan for continued development.

A detailed range of written policies and procedures are in place to promote children's health, safety and welfare and parents are provided with copies of these important documents. All adults who have contact with, and care for children, are suitable through effective and prompt vetting procedures. The childminder works well within the required adult to child ratios and ensures children are within her sight and hearing at all times. As a result, children feel secure and are well supported in all that they do. The childminder maintains a safe environment as she is pro-active in carrying out frequent safety checks and maintains accurate records of when and by whom these were carried out.

The childminder has forged positive relationships with parents. These ensure that she has the necessary information to meet the children's individual requirements, such as their personal, health and dietary needs. Parents receive verbal feedback at the end of each day. For example, information on meal times and the activities children have been engaged in during the day. In addition, parents have good access to children's individual 'Learning Journeys' and are actively encouraged to contribute and share their children's achievements from home. The childminder cares for children who attend other childcare settings and has successfully forged positive relationships in order to provide continuity of care and learning. The childminder is aware of the requirements for the progress check at age two and has begun to prepare systems to complete this appropriately.

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
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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	EY445814
Local authority	Leicestershire
Inspection number	800314

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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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