

## Inspection date

Previous inspection date

13/02/2013

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

- Children are happy, settled and enjoy involving the childminder in their play. As a result, they benefit from the individual attention which helps them to feel secure.
- Children are encouraged to enjoy food and understand why some foods are healthy and others are not. They assist with the preparation of snacks, which helps to develop their independence.
- Children benefit from a welcoming home where space is organised effectively, creating a child-friendly environment. The childminder carries out regular checks on her home to enable the children to play, eat and rest in safety and comfort.
- Children benefit from the good links the childminder has established with parents. She shares information about her setting and children's daily activities and care routines to keep parents fully informed.

### It is not yet outstanding because

- There is room to more effectively analyse observations and assessments of children's learning, so that plans for moving children forward are more precisely targeted at helping them to reach high levels of achievement.
- There is scope to provide more opportunities for children to investigate the natural world, with particular regard to planting and growing.

## 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 spoke with the childminder at appropriate times throughout the inspection about the care provided and the activities on offer.
- The inspector conducted a tour of the premises during the inspection and viewed the toys and resources available for children.
- The inspector chatted with children and observed them during their play in all rooms on the ground floor of the childminder's home.
- The inspector looked at children's developmental records, planning documentation, policies and procedures, and the childminder's self-evaluation document.

### Inspector

Karen Cooper

## Full Report

### Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 years and 14 months in Barwell, Leicestershire. The whole of the property is used for childminding. There is a fully enclosed garden for outdoor play. The family has two

dogs.

The childminder visits the shops and park on regular basis. She is able to collect children from the local schools and pre-schools. There are currently three children on roll, two of whom are within the early years group. All of the children attend on a part-time basis. The childminder operates all year round from 8am to 6pm Monday to Friday, except for family holidays.

### **What the setting needs to do to improve further**

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

- analyse observations and assessments of children's learning to decide how their learning can be extended in order to further enhance their progress
- enrich children's opportunities for investigations of the natural world, for example, by being involved in planting and growing.

### **Inspection judgements**

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

The childminder provides a good range of activities and experiences. These are based on children's individual interests and are aimed to support them in their overall learning and development. Children enjoy themselves and are encouraged to initiate their own play. For example, younger children sit on the floor with the childminder as they stack cups. They have lots of fun knocking them over so that they can re-build them. The childminder offers them lots of encouragement and praise, which helps to build their confidence. She continually talks to the children and encourages babies to repeat sounds. This helps foster children's communication and language skills. In addition, younger children enjoy joining in with familiar action songs and have access to a range of books. Children learn to recognise their names on their coat pegs, and posters which are displayed around the setting encourage them to see words in print.

The childminder gathers information from parents about children's likes, dislikes and abilities during settling-in time. She uses this detail as a starting point to promote their learning. This helps her to get to know the children and enables her to settle them quickly. This provides continuity between home and the setting. The childminder plans a good variety of adult-led and child-initiated activities. She regularly carries out observations of children as they play and records what they can do and what they need to learn next. However, there is room to extend this by analysing and reflecting on what this information

tells her about children's development so that she can strengthen her plans to help them make progress. Parents are encouraged to look at their child's development records and scrap book, and consider ways in which they can continue to support their child's learning at home. The childminder is aware of the requirements for the progress check at age two and has begun to prepare systems to complete this appropriately.

Younger children explore and investigate programmable and electronic toys and take pleasure in tapping the various buttons to see what happens next. They play with musical toys and relish in the attention received from the childminder. This interaction encourages children to feel relaxed and settled, and enables them to make good progress in their personal, social and emotional development. The childminder is aware of children's preferences to participate in craft activities and plans a range of experiences, such as, baking, painting and collage. Children enjoy mixing ingredients to make pancakes and create Valentine cards to take home to their families. They talk about shapes, such as a heart, and confidently name and count the different colours of paper as they glue them onto their pictures. This helps support their simple mathematical skills.

Children's understanding of diversity is promoted through the range of resources and planned activities which portray positive images of diversity and acknowledge cultural differences. They spend time outdoors in the fresh air and use a range of larger equipment to develop their physical skills, such as a climbing frame, swings, bikes and a trampoline. However, children's understanding of the natural world is not fully nurtured. While they learn to care for the childminder's pets and feed the ducks at the park, they have limited opportunities to experience planting and growing. Children enjoy using their imagination during role play and make a den where they relax and chat with their friends. This helps develop their sense of belonging.

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

Children are cared for in a welcoming home where space is well organised, creating a child-friendly environment. They move around freely and make choices about their play, which promotes their confidence and independence. Children feel emotionally secure in the care of the childminder as a result of the support and affection she gives them. She sits with them as they play and shows an interest in what they are doing. She recognises when children are tired and in need of a sleep, and provides a secure, soothing routine to help them to settle.

The childminder goes to a great deal of effort to ensure that the individual needs of all the children in her care are met. This sometimes involves her conducting research on other cultures, learning familiar words in other languages or borrowing dual-language books from the library to share with the children. The childminder provides clear guidance to children about what is acceptable behaviour. She encourages them to say 'please' and 'thank you', and reminds them of the house rules so that they know what is expected of them. For example, children know to take their shoes off indoors and are encouraged to tidy up after playing with an activity. The childminder talks to children about their emotions and uses picture cards for them to demonstrate how they feel. This helps build children's self-esteem.

The childminder requests parents to complete an 'all about me' form from the onset, which includes useful information about their children's care routines. This enables her to meet children's individual needs and the preferences of parents. This ensures the transition from home to the childminder's setting is as smooth as possible for the children. Some of the children's artwork is displayed in the setting, which helps provide them with a sense of belonging as well as enabling parents to see their child's own work.

Children learn about fire safety and know the procedure for evacuation in an emergency, which the childminder practises with them. She teaches children to cross the road safely when on outings. She explains to them to stop at the kerb and to look and listen. This all helps to ensure that they develop their awareness of staying safe. Through effective daily routines, such as hand washing, children learn about good hygiene practices. Children are provided with a variety of nutritious hot meals and snacks, and through planned activities they learn about healthy eating. The childminder talks to them about foods that are good for them and others that are not. Children assist with the preparation of snacks, which helps to develop their independence. They sit together around the table to enjoy their food and each other's company. The childminder is aware of each child's individual dietary needs and ensures these are met. Children benefit from a range of activities outside the setting. They go for walks around the local community and visit the library, woodlands and farm. Overall, these opportunities help develop children's social skills in preparation for later transitions to nursery and school.

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

The childminder has good awareness of the procedures to follow should she have concerns about a child, and knows when and from whom to seek advice. There is a written child protection policy in place which is shared with parents, and thorough procedures ensure children are collected only by authorised people. For example, passwords are used when necessary for extra protection. Premises are safe because the childminder has effective procedures in place to identify and prevent potential hazards. All areas used by the children are checked and risk assessed before children arrive. This ensures children's safety is fully assured.

The childminder has an organised and professional approach to her business. She displays a good understanding of both the welfare and learning requirements and is clear about her role in the delivery of the Early Years Foundation Stage Framework. The childminder has completed all required training courses and has a positive attitude towards further training and development. She has a strong commitment to improving her service through regular monitoring and evaluation of her practice and demonstrates a clear vision of the future of her setting to help improve outcomes for children.

The childminder has established good relationships with parents in order to support children's care and education, which ensures their needs are met. She exchanges information both verbally and in writing about their child's daily activities and care routines and seeks their opinions about her service through the use of questionnaires. Parents are

provided with a comprehensive welcome pack of clearly written policies and procedures and sign to say they have read them. Documentation shows that the childminder has good systems in place to support the children, and that she takes account of their individual needs. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning by establishing links with other providers, local pre-schools and schools.

### 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY447264       |
| <b>Local authority</b>             | Leicestershire |
| <b>Inspection number</b>           | 880416         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 5              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | Not applicable |
| <b>Telephone number</b>            |                |

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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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