

Inspection date

Previous inspection date

10/05/2013

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 keen to explore because the childminder provides a stimulating, well-organised indoor and outdoor environment where resources are attractively presented and easily accessible.
- Children form strong bonds with the childminder and other children, which promotes their sense of belonging and self-esteem.
- The childminder effectively reflects on her practice, considering the views of parents and needs of the children, to identify targets and to make improvements which enhance the quality of provision for all children attending.
- Children's language development is supported very well because the childminder interacts to a high level, which engages their interest and as a result, effectively supports their learning.

It is not yet outstanding because

- The childminder does not routinely engage parents in guiding their child's development at home, with particular regard to enhancing the children's next steps.

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 spoke with the childminder and interacted with children at appropriate times throughout the inspection
- The inspector took account of the views of parents as discussed with the childminder
- The inspector sampled a selection of documentation including the childminder's self-evaluation document, children's learning journeys, planning documentation, written policies and children's records.

Inspector

Tina Garner

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter in a house in Shepshed, Leicestershire. The front lounge and kitchen/dining room are used for childminding purposes along with the garden room and rear garden.

The childminder attends a toddler group and visits the local shops and park on a regular basis. There are currently eight children on roll, two of whom are in the early years age group and attend for a variety of sessions throughout the week. She is open weekdays from 7.45am until 5.15pm between Monday and Friday.

What the setting needs to do to improve further

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

- enhance the already good exchange of information with parents, with particular regard to sharing their children's next steps in learning to enable parents to fully support their learning at home.

Inspection judgements

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

Children learn through play and exploration. The childminder spends a lot of time sat on the floor so she is able to maintain good eye contact and interact with young children and babies at their level. She provides children with a varied range of sensory play experiences and gives good quality support. For instance, babies explore colour and texture as they investigate the content of treasure boxes which contain an exciting range of materials, resources and sensory experiences. They become engrossed as, with the support of the childminder, they lift flaps on battery-operated toys and enjoy pressing buttons to produce a sound. This helps to develop their interest and understanding in simple technology and explore the concept of cause and effect. The childminder recognises when it is better to step back and allow children to explore independently. She remains on hand as very young children explore the garden and offers gentle reminders for safe use of steps and the potential hazards associated with low-level walls. This allows them to investigate their surroundings while remaining safe. The childminder takes children to different community groups to broaden their experiences in the social world. This provides opportunities for them to begin to build social interaction with children outside the home.

The childminder supports children's listening skills by singing along to rhymes and encouraging children to join in action songs. They have access to a wide range of books,

which they enjoy looking at with the childminder. This is extended further because the childminder takes them on visits to the local library to borrow additional books. As a result, children's early literacy skills are enhanced and they are provided with opportunities to see pictures and learn about the wider world. The childminder encourages children's communication skills through effective interaction. She gently talks to babies about what they are doing and what is happening, so they learn to link words with their actions. The childminder speaks clearly which encourages younger children to copy words that are new. This demonstrates that children are well supported in their language development and are gaining the necessary skills to prepare them for their next stage of learning.

The childminder talks to parents about children's normal routines, their likes and dislikes and what they know and can do. This contributes to continuity of children's care and means that the childminder is able to pitch activities at the correct level. She successfully monitors children's achievements and progress through observational assessment and clearly identifies children's next steps. Although the childminder keeps parents informed through notes in children's home diaries, development summaries are not routinely shared with all parents to ensure that they are up-to-date with their children's next steps and can, therefore, fully support their learning and development at home.

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

Children are cared for in a stimulating, well-resourced environment. Toys are easily accessible and include a variety of books and resources to reflect different cultures. Children, therefore, begin to develop an understanding of one another and the wider world. The childminder gives high priority to children's well-being. They are developing warm, trusting relationships with her because she cares for them in line with their familiar home routines and responds sensitively to their individual needs. For example, she offers physical comfort to babies as they begin to tire and when they first wake after their sleep. These attachments are further enhanced due to daily discussions with parents, enabling her to tailor her care to support their ever changing individual needs. This contributes to children's emotional well-being ensuring they make a smooth daily transition into the childminder's care and feel secure. The childminder is a positive role model to children. Her interaction is warm and caring with lots of praise and encouragement. Children are, consequently developing good levels of confidence and self-esteem.

The childminder provides a colourful and welcoming environment, where children confidently and safely explore their surroundings making full use of all the well-utilised areas. For instance, babies are cared for in the welcoming sitting room, where they sit and play happily on soft rugs surrounded by floor toys. Older children, who attend after school, access the well-stocked garden playroom, where they enjoy an interesting variety of arts and craft activities. The childminder supervises children closely and sets clear boundaries to keep them safe. Children's achievements and efforts are regularly praised and encouraged. This further enhances their positive behaviour and helps to promote children's self-esteem and confidence.

Children confidently use a good range of indoor equipment and frequently play outside to enhance their learning and broaden their experiences. For example, children enjoy

jumping on the trampoline, playing imaginatively in the playhouse and sit and ride on wheeled toys. The childminder regularly practises emergency evacuation drills with the older children to promote their understanding of keeping safe. She takes good steps to promote children's good health and well-being and their understanding of healthy eating. For instance, she supports children to make healthy choices as they enjoy nutritious snacks and meals provided by the childminder.

Children of all ages are encouraged to be physically active in the garden or when they make regular outings into the community. This supports their good health and enables them to investigate and observe different sights, sounds and smells in the natural environment. The childminder uses a good range of community resources, such as playgroups and walks. This enables her to offer an extended range of opportunities to support children's all round development. Regular liaisons with the local pre-school and schools aid the transition from her setting to another. The childminder has met with the teaching staff to discuss the children's personalities and capabilities. This will mean the children's transitions will run smoothly and provide continuous care and learning when they move. Overall, the childminder offers an attractive, well set out play environment that provides good learning opportunities for children. Young children are developing many appropriate skills and abilities which will help set secure foundations for their future learning.

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

The childminder has implemented well-written policies and procedures, which are effective in practice and shared with parents. All aspects of the premises, both indoors and outdoors, are subject to thorough risk assessments. All hazards are identified and minimised, which ensures children learn in a safe and secure environment. The childminder has a good knowledge of safeguarding procedures and is fully aware of what to do in the event of her having a concern about a child.

The childminder demonstrates a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She plans a variety of experiences for children, which are tailored to their individual needs. This is supported by her use of observation and assessment to fully support children's individual learning and development. The childminder is aware of the requirement to complete a progress check at age two for children between two and three years of age. She has a positive attitude to equal opportunities and welcomes all children and families into her home.

The childminder has a positive attitude to the continual development of her childminding provision. She makes good use of the support and advice, which she receives and also continually reflects on her strengths and identifies areas for further improvement. The childminder looks at what she can do next to improve the provision for children. For example, she understands the importance of developing her own skills and knowledge and has recently attended additional training. This shows the childminder has a good capacity to maintain continuous improvement.

The views of parents are regularly sought through in-depth, daily chats and by encouraging parents to comment on children's daily diary sheets and complete written questionnaires. Testimonials from parents comment on the progress their children have made while in the care of the childminder. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development.

The childminder understands the importance of reflecting on how she implements the educational programmes benefiting children's learning and development. She has a secure understanding of how children learn and this enables her to provide a wide range of activities and experiences. Overall, a good overview of the curriculum is maintained to ensure children progress to the early learning goals.

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	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	EY454726
Local authority	Leicestershire
Inspection number	891444
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
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, 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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