

Inspection date

Previous inspection date

15/07/2013

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 learn well in an enabling and well-resourced environment that fully develops their creativity and imagination.
- The childminder successfully helps children develop their communication and language skills. She does this through continually chatting to younger children as she explains what she is doing and repeating their key words.
- The childminder effectively encourages children to be independent. This promotes their confidence and self-esteem and means they develop good self-care routines.
- Children's needs are met because there is a strong partnership with parents.

It is not yet outstanding because

- Visual aids to support children's learning are not presented in a meaningful and relevant manner.

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 had a tour of the house and garden.
- The inspector observed children and the childminder in the garden and playroom.
- The inspector looked at learning journals and discussed planning and assessments with the childminder.
- The inspector looked at policies, procedures and risk assessments.

Inspector

Samantha Faulkner

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and five children aged from one to 18 years. The family lives in a house in Earl Shilton, Leicestershire. The property is on three levels, and the ground and first floor are used for childminding purposes. There is an enclosed garden available for outside play. The property is accessed via one step to the front. The childminder is able to take and collect children from local schools.

What the setting needs to do to improve further

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

- create an environment rich in print, in order to help children to recognise familiar words and know that information can be relayed in differing print forms, for example, by displaying numbers, letters, colours and shapes, using different types of media.

Inspection judgements

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

The educational programme and resources that the childminder offers demonstrate depth and breadth across the seven areas of learning. She offers effective teaching and opportunities across all areas of learning, ensuring that planned activities are challenging and age-appropriate to meet the needs of all children who attend her home. The childminder has a lot of childcare experience and effectively promotes children's learning.

The childminder enjoys childminding and has high expectations for children. She ensures they settle well and gathers information from parents about the child's starting points. She gathers her own observations that accurately inform her of their developmental stages and informs the next steps, to plan for.

She is skilled at listening to and engaging with children. The childminder sits with the children when they play with the dolls house and figures and promotes discussion about families. She asks appropriate questions that encourage the children to explore their differences. For example she asks 'Who lives at your house?'. As a result, the childminder successfully helps children develop their communication and language skills. She does this through continually chatting to younger children as she explains what she is doing and repeating their key words. Children are keen to talk back and this builds their vocabulary

and encourages speaking for a purpose.

Children learn well in an enabling and well-resourced environment that fully develops their creativity and imagination. The childminder provides resources to promote discovery and exploration and allows children to lead their own play. For example, children have bubble wrap, tins, wooden spoons and large plastic tubs of water. They are excited and keen to explore different textures, making up play as they go. This learning fully develops their creativity and imagination.

The childminder provides the children with a large tub of water and various pouring devises and observes their pouring, tipping and measuring. The children learn about cause and effect and giggle with delight as the water transfers from their bucket onto the floor. The childminder joins in after a period of watching and shows the children how to pour from one bucket into a second bucket. She effectively uses mathematical language to teach them about space and capacity and encourages their sharing and teamwork, to work together. This means that children are beginning to gain a positive attitude towards learning and are acquiring the skills that they need to be ready for school.

The childminder shares information daily and informs parents about children's next steps. This is to encourage children's learning to be extended at home, therefore, allowing children to make consistent progress in their development.

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

Children's independence and personal hygiene is encouraged throughout play and routines during the inspection. For example, children have steps and a potty in the toilets, they each have a low peg with their name and photograph. and a small hand towel, this is to prevent cross contamination. Children wash their hands before eating and after using the toilet, with some support, and the childminder uses this opportunity to explain about germs and getting poorly.

A parent's information board displays important information about the setting. It also shares information on children's learning and food cooked daily and has cartoon posters for the older children as a reminder about safety week. The childminder takes great pride in her children, she displays their artwork and has lots of photographs of them learning and enjoying their time with her. She is aware of confidentiality and the main room is not used outside of minding hours. All children have their own peg for coats and bags, encouraging a real sense of identity.

There is a warm and welcoming feel to the environment. The childminder has spent considerable time planning the environment to best meet the needs of the children who attend. Resources are all accessible and draws and boxes are labelled with pictures and the text. Numbers, letters, colours and shapes are visually displayed in bright colours throughout the childminder's home. However, this is all typed and cartoon style. There is no different media used or real life images for children to recognise that print in varying forms carries meaning.

Behaviour is good, children play well most of the time. However, at times when they have disagreements about sharing a pushchair, this is effectively managed. The childminder gets down to the child's level and explains why it is not kind to push. The children are encouraged to say sorry and give each other a hug, which they promptly do. The childminder fetches a second pushchair and the children continue to play harmoniously. Good health and safety practice is embedded in day-to-day activities. Children have access to water all day and are encouraged to drink. While it is sunny, children wear sun hats and have sun cream reapplied, they are encouraged to play in the shade and time outside is limited for their safety during the heat wave. Safety is good, the house is kept secure with a key and chain and her older children are aware of locking the door or gate behind them. If one child needs the toilet the childminder makes sure she can still see or hear the other children at all times. An engineer arrives for an appointment, so the childminder supervises his visit and keeps the children with her at all time, reducing the risk of strangers to the children. The childminder practises road safety with all children during school runs and children participate in a 'safety week' that she plans as an after school activity. As a result, children are learning how to keep themselves safe.

The childminder recognises that all children are unique and she is flexible in the care that she provides. Settling-in arrangements are adapted to suit the children's routines and they have short initial visits before being separated from parents. As a result, children are settled and confident with childminder. For example, one child hurts her foot but enjoys the comfort and reassurance from her. The childminder shares learning with other settings when the care of a child is shared. As a result, children have consistency in the teaching that is offered and make good progress.

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

There is a strong partnership with parents. The childminder takes the time to get to know the children, she values information shared by parents and shows a real passion when she engages with the children. For example, she has been supporting a child to try new tastes and flavours in food and working in partnership with parents to achieve this. As a result, the child tries some new fruit on the day of the inspection. Although she does not like this, the childminder praises and encourages her attempt without making too much of a fuss. Consequently, children are developing the confidence to try new foods and extend their experiences with sensitive support. The childminder involves fathers in 'dads week' and they share their learning with their children through photographs and observations. These are added to children's developmental records.

Robust documentation is in place and the childminder has a good understanding of how to implement policies and procedures. She has a good understanding of safeguarding and has recently attended a local authority training course. Consequently, she is well aware of the signs and symptoms of abuse and how to report any concerns she may have. The childminder has written risk assessments. She also conducts a daily check of her premises, toys and play spaces to ensure children's welfare and safety is not compromised.

All necessary fire safety equipment is in place, indeed the smoke alarm is being checked on the day of the inspection to investigate false alarms. There is a well-stocked first aid box in place and the childminder checks the contents monthly to ensure items are in date and complete. This ensures that children's safety and well-being is promoted.

The childminder provides an excellent range of resources and activities which contribute to children making good progress. She knows children are engaged in active play and how she plays an important part in extending their learning, particularly in relation to communication and language. However, to further improve her practice she is enrolled onto a level 3 qualification in childcare and is already able to implement learning into her curriculum. She reads and researches new ideas and shares practice with other childminders. The childminder effectively reflects on her practice and strives to improve the provision she provides to children across all the ages.

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	EY455327
Local authority	Leicestershire
Inspection number	902178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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, 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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