

Inspection date

13/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an excellent understanding of the Early Years Foundation Stage. She is highly skilled in her teaching methods and engages children in a very natural way. She has superb understanding of how children learn and uses a rich and varied range of resources. As a result, they make very rapid progress in relation to their individual starting points.
- Children's welfare is effectively promoted as the childminder has an excellent understanding of her responsibility to meet the safeguarding requirements and gives the highest priority to children's safety.
- Partnerships with parents are highly effective and they are fully involved in the care and learning of the children, ensuring children receive excellent support and consistency and continuity in their learning and development.
- Children's emotional well-being is extremely well promoted as the childminder values their individuality and builds very close relationships and attachments with them.
- The childminder has worked exceptionally hard to establish her setting. Her previous experience, training and passionate approach to childminding means that she provides first class standards of care and learning.

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 observed the childminder engaging in a range of indoor play and learning activities, and daily care routines with the children.
- The inspector viewed the statements provided by parents of the minded children looked after by the childminder
- The inspector looked at children's observation, assessments and the tracking records used to monitor children's progress.
- The inspector checked evidence of suitability, viewed the safeguarding and complaint policy and discussed the procedures with the childminder. She viewed the self-evaluation systems and risk assessments that support the childminding service.

Inspector

Claire Jenner

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and son aged three years. The whole of the house is used for childminding. The childminder attends a toddler group and activities at the local library. She visits the local shops, cafes and park on a regular basis. She collects children from local schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round from 8am to 6:30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a Foundation Degree in Early Childhood.

What the setting needs to do to improve further

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

- extend the already successful organisation of space and resources indoors and outside in order to continue to promote the excellent learning, and challenge for individual children.

Inspection judgements

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

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. In addition, the quality of her teaching is of a consistently high. Children in her care make rapid progress because the childminder knows them very well and follows their interests carefully. She maintains comprehensive and interesting records of her observations of children and accurate assessments highlight their next steps in learning. This means that play experiences are excellently planned, sharply focused and matched to children's individual needs and stage of development. Learning records are brought to life through the childminder's careful presentation of highly relevant examples of children's own work and photographs of what they have achieved. The childminder is minding children who are aged two years, and is fully aware of the requirement to complete the progress check for children between the ages of two and three years. She has all the written information in place and has worked closely with parents to complete the necessary reports in the required time frame.

A rich and varied range of resources provides numerous opportunities for children to investigate, explore and solve problems. An array of annotated artwork, photographs and scrapbooks provides children with opportunities to recall their experiences and reflect on their learning together. For example, young children are eager to point out their friends in photographs and talk animatedly about what they are doing in each of the pictures. The childminder's skilful and carefully paced questioning during activities provides children with

time to think, explore new ideas and respond. Consequently, children are well supported and inspired in their learning, which enables them to develop the skills they need for their future move and for starting school. Children love to sing and join in with their favourite action songs and rhymes. For example, they enthusiastically sing the 'tidy up song' as together they make space and prepare for lunch. Children of all ages have numerous opportunities to explore textures and be creative through planned and spontaneous activities. For example, they make marks in shaving foam with fingers and tools and enjoy the feel of the sand in their hands. The childminder ensures that she follows ideas through in order to extend and engage all children in learning further. For example, a recent interest in farms is fostered with picture books, small world toys, creative activities and a trip to the farm to see the animals and equipment first hand. In addition, the childminder ensures her planning enables children to revisit activities in their own time. This contributes to children's growing independence and enables them to consolidate their own learning. Children enjoy playing outside on a daily basis. The childminder has maximised her outdoor play space and has taken great care to make it an interesting and stimulating environment. For example, photographs, numbers and words are laminated and attractively displayed. With support and contributions of equipment from parents, a mud kitchen has been a positive addition to the garden. Children regularly visit local parks and recreational areas where they have access to larger play equipment and space to run and play games, which further supports their physical development.

The arrangements for updating parents about their children's progress and involving them in their learning are excellent. Parents contribute very actively to their children's learning and development from the beginning and throughout their time with the childminder. For example, the childminder ensures that children's starting points are effectively identified in partnerships with parents. The childminder frequently shares children's learning journals with parents and enthusiastically welcomes their contributions and comments. They receive regular updates and opportunities to discuss progress through discussion, text message, comprehensive daily diaries and development summaries. Parents have easy access to and contribute fully to children's individual learning journals. This results in children making optimum progress in their learning because of a shared and consistent approach.

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

Children unquestionably feel safe and secure with the childminder, as a result of close bonds and strong attachments. The childminder's natural and animated interaction undoubtedly promotes children's confidence and ability to explore. She works exceptionally closely with parents and they are encouraged to provide as much detailed personal information as possible about their child. For example, comforters, favourite foods, daily routines, what they like and do not like. As a result, the childminder is able to provide individual care that is consistent to that given at home. She ensures that she presents a warm yet professional approach, engaging with parents regularly so that information is shared. This results in children successfully managing the move from home into the childminder's care. The childminder has taken great care to maximise the space she has available in order to promote warm and welcoming surroundings. She has successfully created an interesting and stimulating environment while retaining a 'home

from home' feel. For example, photographs and examples of children's artwork are on display at child height enabling children to see them easily. This, in turn, successfully values their efforts and promotes their self-esteem. The low-level storage units have picture and word labels. As a result, children are able to recognise the contents of boxes and make their own play choices. However, this continues to be a work in progress. The childminder is working hard to ensure that the environment evolves with the children that attend in order to continue to promote the excellent learning in and outdoors. The childminder has an excellent understanding of children's specific needs and celebrates and values their uniqueness as individuals. She takes a great deal of care and time getting to know the children through talking, listening and playing with them. For example, she recognises when children are tired or hungry and responds sensitively ensuring they rest or eat in line with individual routines. This shows that the childminder is effectively in tune and astutely aware of individual children's emotional well-being. The childminder is an excellent role model and encourages and celebrates children's positive behaviour. She successfully uses strategies that best suit individual children according to their ages and understanding. This means that children develop high levels of self-esteem and have a strong desire to behave well. For example, young children wanting to use the same ball are instead encouraged to share and take turns. These results in a dispute rapidly turning into a cooperative game of ball.

The childminder ensures that children's health is very well promoted through daily routines and activities. The hand washing routine is illustrated through photographs that visually reinforce children's understanding of healthy practices before they eat. Children develop healthy tastes as the childminder provides nutritious, well-balanced and varied meals and snacks. Children have daily fresh air, with walks to the park, local community or playing in the garden, building their physical skills and strength. They are supported in managing self-care tasks and to become independent. For example, young children are encouraged to 'help' with the nappy changing routine and they help to prepare food at lunchtime. Outings to social groups enable children to mix with larger groups of adults and children. This promotes their confidence and social skills effectively and supports them in becoming ready for attending pre-school or nursery sessions in the future. Children are encouraged in learning how to keep themselves safe, how to manage risks and challenges. This is reinforced through daily activities and routines, such as talking about road and fire safety, as they play with small world toys.

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

The childminder has an extremely clear knowledge of safeguarding issues, and her responsibility to protect children from harm. She updates her own understanding through training and keeping up to date with changes in legislation and guidance. Parents are made aware of her obligation to protect all children in her care. This is achieved through open discussion and access to a broad range of policies and procedures, which are used to ensure the safe, smooth and efficient management of her setting. The childminder completes detailed and highly effective risk assessments and reviews on a regular basis. The childminder remains constantly vigilant and reassess the environment to reflect the ages and levels of understanding of the children that attend. All the necessary suitability

checks are completed for all adults living in her home. The premises are secure to prevent children leaving unsupervised and only authorised persons are admitted. In addition, visitors to the family home are recorded and robust procedures are in place to ensure that children are never left on their own with persons unsupervised. As a result, the childminder provides a child friendly and safe environment for children to play and explore with confidence.

The childminder is dedicated to provide high quality care and learning for children that attend her setting. She has very successfully transferred her skills and knowledge from her experiences as a deputy manager in an established day nursery to successfully meet the care and learning needs of children in her home. She has completed mandatory and additional training over and above the requirements needed for registration as a childminder. She has been pro-active in joining local support groups and cluster meetings in order to keep up to date with relevant guidance and to share good practice. The childminder shows a strong sense of duty to continuous improvement and has undertaken self-evaluation, which identifies areas for further development and the adjustments made, as a result. She pays close attention to and tracks individual children's progress. This enables her to identify and address gaps in learning or the educational programme that she provides.

The childminder takes care to build strong relationships with parents and this contributes very significantly to meeting children's learning and development needs. She ensures that they are kept extensively informed about their child's care and activities that they have participated in. Parents are warmly welcomed into the home at any time and are provided with a wealth of information. This is presented through discussion, newsletters and notices, such as Ofsted information and training certificates. Parents' and children's views are obtained through questionnaires and open discussion. These are positively embraced by the childminder whom uses them to inform and improve her childminding service. These and verbal feedback from parents reflect very complimentary comments and they speak incredibly highly of the childminder and the service she provides. Valuable personal details are shared and included in information records for individual children. This is extended as children complete their own 'All about Me' book, which includes photographs of themselves and family members. This means children are fully involved and their sense of belonging and self-esteem is highly promoted. The childminder understands the importance of and has experience of sharing information and working in partnership with other providers, such as local primary schools, to meet the needs of individual children. There are clear systems in place to support this in the future and this will help to ensure continuity of care, which successfully supports children's overall development, progress and transition from one setting to another.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470800
Local authority	Leicestershire
Inspection number	943996
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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