

Inspection date

Previous inspection date

09/01/2013

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, relaxed and content in the childminder's care because she meets their individual needs sensitively and is kind and considerate towards them.
- Children enjoy a wide variety of activities that are interesting, good fun and encourage their natural curiosity. This encourages them to learn lots of new skills and therefore progress well in their development.
- Children learn about their own safety indoors and when out because the childminder discusses and reinforces their understanding of road safety and stranger danger. This makes them aware of risks that may be around them.
- The childminder and parents work closely to share information and keep each other up to date with their child's progress. This ensures continuity of care and builds children's feeling of safety.

It is not yet outstanding because

- There is scope to provide more opportunities for children to explore sensory experiences in the outdoor learning environment; for example, making sounds with a variety of objects, such as wood, pans and plastic bottles.

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 in the childminder's home and talked to the childminder.
- The inspector observed aspects of safety within the home.
- The inspector looked at documentation, children's assessment records and other required documentation.
- The inspector took account of the views of parents, as recorded in written reference letters.

Inspector

Tracey Boland

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 two children in a house in Cosby, Leicestershire and uses the whole of the ground floor, first floor bathroom and the rear garden for childminding. The childminder visits the local shops and park on a regular basis and attends a weekly toddler group. She collects children from the local schools and

pre-schools. There are currently three children on roll, two are in the early years age group who attend for a variety of sessions and one is school-age who attends before and after school. She is open all year round from 6.45am to 8.15pm, 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:

- increase opportunities for children to explore more sensory experiences in the outdoor learning environment.

Inspection judgements

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

Children are secure, happy and content within the childminder's home and have formed very good relationships with her. Interaction is lovely and affection is readily given and received. The childminder has a good understanding of how to support children in all aspects of their lives and provides activities that interest, challenge and excite them. As a result, children confidently develop skills for the future. Children's learning is supported very well as the childminder observes them involved in play, assesses their progress and clearly plans for the next steps in their development. This enables her to provide lots of experiences that challenge their understanding and continually builds on their skills. For example, children recognise colours and she encourages them to match other toys of the same colour while playing. Children explore the use of technology through electronic toys with switches and buttons to press. They enjoy using the laptop with her support to learn about cultural events throughout the year.

Children begin to understand about the natural world and the importance of caring for living things. They visit the local duck pond, feeding the ducks and talking about what they can see. Their love of books is continually developing and they eagerly become involved in retelling stories. For example, they move a soft toy dog through the many activities within a particular book. The childminder asks questions to help children relate the story to their own lives, such as helping the dog to get ready for bed, clean his teeth and have a bath. This also encourages them to see words in written form and understand that writing has a meaning. Children use small tools when playing with dough, rolling, patting and manipulating the dough to make different shapes and models. This encourages their small muscle development and enables them to be creative and use their imagination.

Children are developing a good understanding of the world around them through small world toys and books that reflect positive images of different cultural backgrounds and disability. They enjoy learning about the similarities and differences in the way people live and celebrate festivals around the world. The childminder uses good teaching methods with the children which extend their learning and help children sustain the characteristics of effective learners. She works well with parents and other adults who provide childcare by ensuring good communication takes place through discussion and communication books which encourages continuity of care.

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

Children benefit from the individual time given to them by the childminder. They develop positive relationships with her and her family which encourages their feeling of safety. Children's self-esteem and confidence is continually enhanced through the positive praise and encouragement they receive. Clear boundaries are in place which enables them to feel safe and secure and as a result, behaviour is good. The childminder is very kind and very sensitive to children's individual needs and daily communication with parents enables her to meet their needs extremely well. She understands their care routines and incorporates them into their day to smooth their transition from home. Therefore, their needs are consistently well met.

Children's independence is encouraged as they make choices with regard to their play. Resources are stored safely and at low level enabling them to make informed choices with regard to their play. Foods provided are nutritious and healthy and take account of particular dietary needs. Through the childminder's knowledge of the individuals in her care she meets their personal needs very well. They sleep as they need to and nappy changing routines ensure children remain comfortable at all times. As a result, children are settled, happy and content.

Children access the outdoors regularly through walks in the local area, playing at the park and within the garden so they benefit from the fresh air and exercise. They thoroughly enjoy playing outdoors developing their physical skills on various pieces of equipment such as slides and climbing frames. However, children have few opportunities to explore sensory experiences in the garden, such as experimenting with different objects to make and listen to various sounds. Children develop an understanding of their own safety as the childminder talks about road safety, the need to walk next to her when out and the importance of wearing their seatbelts in the car at all times. Children play safely within the home as daily risk assessments are completed which minimises hazards for children and their families.

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

The childminder has a very good understanding of her role and responsibility in relation to protecting children in her care from abuse and neglect. A clearly written policy reflects this and is shared with parents. She shows very good organisation and commitment to her work and is continually developing the service she provides. Her knowledge of how children learn and develop is used effectively to plan, organise, and evaluate her practice and she regularly seeks the views and comments of the parents as part of this process.

Partnerships with parents are strong and daily information sharing ensures everyone is aware of children's progress, and that their ever changing needs are met effectively. Learning journals include photographs alongside observations which enable parents to see their child actively involved in the wide variety of activities. Written information received from parents acknowledges the time, care and attention afforded to their children and they are delighted that their children are happy, settled and enjoy their time in her care. The childminder is proactive in forming relationships with other providers of the Early Years Foundation Stage and good communication enables them all to work in partnership and provide continuity of care. As a result, children are progressing well and benefit from the consistent care provided.

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	EY448250
Local authority	Leicestershire
Inspection number	809020
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 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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