

<b>Inspection date</b>	16/01/2013
Previous inspection date	13/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 confident and very much at home in the setting. They form strong bonds with the childminder because of the strong values that underpin the setting and because of the childminder's good understanding of how to support the prime areas of children's learning and development.
- Children develop good independence and skills for their future learning because the childminder involves them in routines and plans a welcoming, safe and stimulating environment.
- Children make good progress because of the effective way the childminder assesses where they are at and plans for their individual progress towards the early learning goals.

#### **It is not yet outstanding because**

- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

## 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 children's activities in the indoor play areas downstairs.
- The inspector conducted a tour of the premises during the inspection, including the outdoor areas.
- The inspector spoke to the childminder at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, a selection of policies and procedures and children's records.
- The inspector viewed the childminder's self-evaluation.

## Inspector

Sarah Measures

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her husband and three adult sons in the market town of Oakham, in Rutland, Leicestershire. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder's home is within walking distance of local facilities

including schools, shops and parks. The whole of the ground floor, which includes toilet facilities, is used for childminding. There is an enclosed rear garden available for outdoor play. There are currently five children attending who are within the early age group, all of whom attend on a part-time basis. The childminder has a relevant childcare qualification at level 3 and is a member of the National Childminding Association.

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

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

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

### **Inspection judgements**

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

The childminder has a very good understanding of how to promote the seven areas of children's learning and development and of how children learn through play and having fun. Consequently, children enjoy their learning, are well-motivated to learn and make good progress. Children enjoy a wide variety of purposefully planned learning opportunities that promote all areas of their development in many interesting ways. Children make good progress because of the effective way the childminder continually observes and monitors their progress. She makes constructive use of her observations to assess where children are at, and to plan for the next steps in their learning and development. Planning is very well differentiated to include and challenge all children.

The childminder shares ongoing information regarding children's progress and achievements in the setting with parents. This enables parents to see how children learn and to support them effectively at home. The childminder's effective assessments mean any difficulties with children's learning and development are identified in order for support to be instigated at an early stage. The childminder works in partnership with some of the other settings that children attend in order to ensure that important information about children's learning and development is shared. However, this work has not been fully extended to include all the practitioners who are involved with minded children. As a result, there is more to do to strengthen communication links with some partners. The childminder takes care to use encouraging and meaningful language when interacting with the children in order to encourage their language for communication and their self-

esteem. Children freely select equipment and resources to support their play. For example, they build and construct and complete puzzles. This means they learn about shapes and patterns and develop secure skills in concentration and in their finer physical control. Children's natural curiosity to learn about the world is effectively stimulated. For example, the childminder plans activities to explore with snow to see how it melts. Children's progress within the prime areas is successfully promoted because their learning is very much child-initiated. This is then fully supported by the childminder's organisation of their environment and her positive interactions.

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

Children form close bonds with the childminder and are very comfortable and at home in her care. They laugh and approach her readily for cuddles and comfort. The childminder is very attentive to their needs and supports and supervises them well in order to make sure they are always safe, happy and included. The childminder has a good understanding of children's individual needs because of her close relationship with parents and the effectiveness of her ongoing observations. As a result, she develops a good understanding of children's individual routines, interests and their home-life and so is able to ensure their individuality is valued and that they are fully included. For example, the childminder regularly talks to children about their family members and happenings at home and is able to do this confidently because of her secure knowledge. Information available from parents shows that they highly value the opportunities their children receive and feel that children make good progress.

Children learn good self-care skills from a young age because the childminder encourages them to complete tasks for themselves. Children proudly show how they can put on their own coat and children learn to feed themselves from an early age. Children behave well because they are well supported and their actions show they clearly feel secure. The childminder's good role-modelling and meaningful discussions help children to be responsible and to consider the needs of other. For example, children readily help and encourage each other and use good manners.

Children develop good healthy habits throughout daily routines as they enjoy regular opportunities for outdoor play and make healthy choices at snack time. The childminder agrees arrangements for meals with parents in order to ensure all dietary needs are met. Children develop their physical skills, strength and control as they use a variety of large play equipment within the childminder's home and at the various local parks and pre-school groups that they regularly visit. This also gives children important opportunities to develop relationships and to socialise with others within their local community.

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

The childminder works very hard in order to support the children and to help them to develop a strong sense of belonging. She works closely with other professionals in order to share good practice ideas and has good professional links within the local community.

This enables her to easily access any training, support and additional resources needed to support the children in her care. Children enjoy a full programme of activities that help them to progress towards the early learning goals, and the childminder's clear focus on promoting the prime areas of learning, along with effective monitoring systems, ensure children attend a high quality provision where they are well prepared for the next stage in their learning and the move onto school. The childminder has a good awareness of her responsibilities to meet the safeguarding and welfare requirements and uses various methods of reflection and monitoring to continually plan improvements to children's experiences.

Thorough safeguarding policies and procedures protect the children from abuse and neglect. The childminder readily shares information with parents as to how to raise concerns, including details of how to contact Ofsted. This promotes a safe and transparent provision for parents and children. A range of good health and safety policies and procedures promote the welfare of the children in the setting well. The childminder carefully risk assesses her home to ensure children are kept safe and secure. She provides good quality toys and equipment to promote children's independent learning and their safety.

### 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>	EY427069
<b>Local authority</b>	Rutland
<b>Inspection number</b>	875862
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/02/2012
<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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