

Inspection date

Previous inspection date

17/01/2013

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 well motivated and eager to learn. They show good levels of independence, curiosity and imagination.
- The childminder promotes the children's health and safety well. She has assessed the risks in her home and minimised them sufficiently so that children are able to move around safely as they play.
- Children are cared for in a nurturing and supportive environment. They are happy and form secure attachments with the childminder.

It is not yet outstanding because

- There is further scope to extend the contribution made by parents to their children's ongoing development.
- There is scope to use information from other family carers in order to fully support children's continuity of 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
- 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 looked at areas of the premises used by minded children.
- The inspector observed children at play and discussed the observations with the childminder.
- The inspector looked at a selection of children's records, policies, procedures and other relevant documentation including the self-evaluation and risk assessments.

Inspector

Anne Archer

Full Report

Information about the setting

The childminder was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2012. She lives in Oakham, Rutland. Ground floor rooms of the childminder's house are used for childminding with access to the first floor for use of the bathroom and for sleeping. There is a fully enclosed garden available for outside play.

The childminder currently cares for one child in the early years age group. She is able to take and collect children from local schools and pre-schools and operates on weekdays

throughout the year.

What the setting needs to do to improve further

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

- make planning more effective by including information provided by parents about their child's experiences outside the setting in order to better support new interests and learning experiences
- extend partnership working with other adults who share the care of children, to include sharing information with informal family carers to enhance continuity of learning over time.

Inspection judgements

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

Children are enthusiastic and concentrate well during activities taking into account their stage of development. The childminder knows the children well and so puts out toys she knows they enjoy and which will support the development of basic skills to support their future learning. For example, the basket of musical instruments is used to experiment with sound which extends their understanding of different types of sounds. They learn how to blow into the whistle and are clearly pleased when they manage to emit a sound from it.

The childminder talks to children about what they are doing, for example, as they empty and refill the boxes of toys. This makes them think about what they are doing and also supports language development. Opportunities for outdoor experiences are well organised and plans are in place to extend them when children become more mobile. The childminder takes children to local toddler groups and on visits to another childminder's home so that they learn to play with other children of a similar age. This also supports them as they learn to share toys and wait for their turn, for example, to push the buggy.

The childminder has set up systems to track and monitor children's learning to ensure they are ready for nursery or school at the appropriate time. She reviews these regularly, discussing them with parents. The childminder obtains a great deal of information from parents during settling-in visits to enable her to set initial targets for children's development although subsequent information provided by parents about children's experiences outside her setting is not always used for this purpose and may impact on children's continuity of development and learning.

Children enjoy looking at books with the childminder and are beginning to understand how they work. For example, they turn over to the next page and anticipate what happens next. They confidently point to the nose on the child in the picture book then touch their own nose and have recently done the same with the ear.

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

This is a welcoming, stimulating provision. Activities support children's all-round development and their emotional well-being. Children are provided with a range of experiences which develop their growing independence and cooperation.

The childminder has a good understanding of and gives high priority to the safety and security of children. Although children are not yet talking clearly, the childminder understands their mannerisms and baby talk and is able to meet their needs and so boost their self-esteem. Children's behaviour shows they feel safe in the setting. For example, when a child is brought into the room after a nap, they quickly settle to playing with the childminder despite an unknown visitor being present.

The childminder is fully briefed on children's dietary needs and is especially careful when children are known to have serious allergies, working closely with parents to ensure the children remain well. Children start to learn early about the importance of adopting healthy hygiene practices and are well supported by the childminder to maintain their good health.

Children's physical development is well supported as the childminder provides push-along toys for children who need encouragement to start walking and tools of the correct size to support their dexterity. The childminder is aware of changes in children's lives and works with parents to support these transitions.

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

A secure understanding of planning and monitoring across the areas of learning ensure that all aspects are included effectively. The childminder receives regular information from parents about children's experiences while with them although this is not always used effectively when planning future activities. The childminder has a clear procedure for liaising with and sharing information with other providers of the Early Years Foundation Stage. However, she is aware that as well as coming to her, children are also cared for by members of their family. The childminder has no contact with these people and so is not

aware of the experiences and activities the children participate in during these periods. This may impact on continuity of learning over time.

The childminder constantly reflects on her practice and seeks the opinions of parents through questionnaires and discussion. She accurately identifies areas for development and seeks support through training and from the experiences of other childminders. She also listens to and acts on the advice of her local authority worker.

The childminder's understanding of and commitment to all issues relating to safeguarding and children's well-being and to meeting the early years requirements are secure. For example, she has a comprehensive policy relating to all aspects of safeguarding and shares this with parents at the beginning of their partnership. She has clear procedures for dealing with lost or uncollected children and camera and mobile phone use during minding hours.

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

Unique reference number	EY449411
Local authority	Rutland
Inspection number	809698
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

