

## Inspection date

25/02/2013

Previous inspection date

07/10/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Good communication with parents enables important information to be shared about children's welfare and potential learning needs. The childminder seeks comments from parents about the care provided enabling her to take effective steps to enhance the care she provides.
- The childminder develops warm and caring relationships with children, supporting them with the transition into her home. Consequently, children are happy, confident and relaxed in her care.
- The childminder provides a good range of resources, enabling children to participate in a wide range of experiences within her home and the outdoors.
- Children make good progress in their learning and development, due to the childminder's secure knowledge of their individual needs and interests. She uses this to provide interesting activities and outings, which develop children's skills and knowledge.

### It is not yet outstanding because

- The use of the trampoline is discussed with parents and included on the childminder's risk assessment, however, written consent for children to use this is not in place. As a result, children's safety is not fully supported.
- There is scope for the childminder to extend her already good support for children's learning further. For example, she does not consistently make precise use of supportive guidance, such as the Development Matters in the Early Years Foundation Stage when

identifying children's next steps in 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 practice and interaction between the childminder and children.
- The inspector spoke with the childminder and to children at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childminding.
- The inspector examined a range of documentation, including suitability records and qualifications, policies and procedures and children's developmental records.

## Inspector

Alex Brouder

## Full Report

### Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 15, 14 and three years in a house in Glen Parva, Leicester. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has two cats.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 13 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association and has an early years qualification.

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

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

- improve the already good systems in place for seeking consent from parents to include the use of the trampoline in the outdoor area
- refine the use of documents, such as 'Development Matters in the Early Years Foundation Stage', to further enhance the good progress children already make across all areas of learning.

## Inspection judgements

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

The childminder has a secure knowledge and understanding of the seven areas of learning enabling children to make good progress. Children's learning and development is enhanced through the good range of toys and resources, stored at their level, supporting free play. They freely move around the play space dedicated to their needs, enabling them to make independent choices in their play. The childminder, knowing them well, supports and enhances their learning through appropriate interaction. For example, children choose cause and effect toys, trying to press the buttons to make characters pop up. The childminder offers some assistance only when she feels this is appropriate, praising when

children are successful, even with a little help from her. This promotes children's confidence and perseverance in play. Regular observations are used to help the childminder assess children's learning and development. She uses this to establish their key learning points and is successfully promoting the children's learning by providing appropriate challenges and experiences for them. This contributes to their readiness for school. There is scope to extend her use of supporting guidance, such as 'Development Matters in the Early Years Foundation Stage', to tailor the environment to suit their individual needs even more precisely.

Children enjoy all activities offered to them and the child centred environment means they are consistently engaged in play. Children not yet walking pull themselves up to standing, skilfully manoeuvring around the setting, enabling them to use all the resources. For example, they use the role play equipment in the play kitchen, roll balls into skittles and look at books. Children love to play and explore, showing enthusiasm in everything on offer. This is because the childminder is skilful in her interactions with children. Children's developing communication and language is apparent as they move to music and have a strong exploratory impulse. For example, they look into the mirror again and again, laughing as the childminder states 'pee-po, who can you see'. Children clearly show pleasure in this pastime as they laugh and babble in response. A wide range of books are easily available to develop children's interest in reading. In addition, the childminder has made photograph books of children. Younger children look through these with her, turning the pages with growing skill, gazing intently at each page. This contributes to their literacy skills and personal, social and emotional development.

Parents are actively involved in children's learning; sharing what they know of their own child's development and care needs on entry to the setting. The childminder uses this pertinent information to plan the learning environment to reflect children's needs. As a result they quickly settle and become engaged in play. Children have good opportunities to use the outdoors which is organised to support their learning across all areas of learning. For example, sit and ride toys support their growing mobility and water play with sea life creatures extends their understanding of the world and sensory skills. Mathematics is practised and encouraged in everyday play opportunities. For example, they sing songs and rhymes and count the pieces of orange offered at snack.

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

Children enjoy warm relationships with the childminder. She takes time to find out all she can from parents about children before they begin in her care. This information enables her to plan and adapt play opportunities for their individual needs and capabilities supporting transitions from their home into the setting. Children build a strong sense of belonging through the close relationships the childminder forges with them. This is further supported by examples of their own art work displayed around the setting. Children's behaviour is sound and the childminder manages this very effectively. For example, all children are reminded of the importance of sharing and taking turns. This is evident when playing skittles; a young child does not want to take turns in throwing the ball to knock down the pins. The childminder interjects, remarking on what fun it would be to see who

can knock the most down and how kind it is to share and let everyone have a turn. The situation is diffused and all take part; all are praised highly for this.

Children's health and well-being are supported and, generally, safety measures, such as risk assessments and daily visual checks of all areas children use each day are monitored. This limits the risk of harm to children. In addition, the childminder talks to them about why they must not open doors or windows when in the home. Children are encouraged to tidy away their resources after they have finished with them; the childminder reminds them that this will ensure they do not trip and hurt themselves. However, she has omitted to obtain written consent from parents regarding the use of the trampoline, which has impact on their well-being.

The childminder provides nutritious meals and snacks. She works closely with parents to ensure that children are helped to develop good eating habits. Dietary needs and preferences are well known and parents value this contribution. Children's awareness of being healthy is promoted through sound hand washing procedures. The childminder discusses how older children develop independence in this skill through the use of individual face clothes and gentle visual reminders within the toilet area. This also contributes to their awareness of self-care, in turn, helping them to get ready for school.

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

Children are safeguarded as the childminder has a clear understanding of the action to be taken should she be concerned for a child's welfare. She has completed training in this area and has a clear policy which is shared with parents and carers, ensuring they are informed and contributing to children's safety. A sound range of policies and procedures help to contribute to children's health, safety and well-being at the setting. Areas that children have access to are monitored appropriately and risk assessed to ensure that, overall, action is taken to minimise any identified hazards, ensuring that children remain safe in her care.

The childminder has a secure understanding of the revised framework for the early years foundation stage. She demonstrates a good understanding of how to implement the learning and development requirements for each of the children in her care and has a suitable range of supporting documentation to evidence this. Time has been spent considering how best to identify and monitor each child's starting points and progression. The childminder works hard to establish relationships with other settings that children attend, such as pre-school and local schools. She understands that this helps to support children's transitions from one setting to another and supports children's continual learning and development.

Relationships with parents are strong and the childminder works well in partnership with them. She gathers good information on their care needs and starting points in their learning before they begin in her care. She uses this information to ensure that children are well cared for and to enable them make good progress. Parents and carers are encouraged to contribute to children's learning, both verbally and in daily diaries, which

she uses to adapt the play opportunities she provides for children in her setting. In addition photographs and short videos are shared with parents enabling them to celebrate in their children's achievements. The childminder is committed to raising the achievement of the children in her care, improving the service she offers. She has assured that the action and recommendation raised at her previous inspection have been met. For example, the garden has been made safe and the next steps in children's learning are successfully identified. This improves aspects of safety, planning and assessment arrangements, and strengthens the focus on continuous improvement through the use of self-evaluation.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY337783
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	903307
<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>	5
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/10/2009
<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, 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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