

Inspection date

Previous inspection date

26/06/2013

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

- The key person system effectively supports children's strong attachments with the childminder. This ensures that they are settled and happy in the setting.
- Children's creative development is effectively promoted because the childminder provides regular opportunities and time for them to use resources that fosters their love of music.
- The childminder takes care and consideration when presenting toys and resources, ensuring they reflect children's interests and are easily accessible. This supports their growing independence as they play and learn during activities that they enjoy.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She works well with her co-childminder and together, they successfully assess the risks to the premises and provide close supervision ensuring children can play safely.

It is not yet outstanding because

- There is scope to enhance how the childminder supports children who are learning English as an additional language.
- There is scope to improve the effectiveness of the self-evaluation, in order to enhance the continuous improvement of the provision.

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 spoke with the childminder, co-childminder and children at appropriate times throughout the inspection.
- The inspector also took account of the views of parents through written comments.
- The inspector looked at, evidence of suitability and qualifications of the childminder and co-childminder and a selection of policies and children's records
- The inspector looked at children's learning journeys and planning documentation and the childminder's self-evaluation.

Inspector

Claire Jenner

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged two years in a house in Leicester. Children are cared for on the ground and first floor. A rear garden is used for childminding. The childminder works with another registered childminder from these premises.

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

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder supports children, who have English as an additional language. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Children and Early Years.

What the setting needs to do to improve further

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

- enhance the support of children with English as an additional language by, for example, introducing visual aids to help them to more easily understand and become more familiar with the daily routines to enhance their feelings of security
- enhance the evaluation process through careful analysis of practice, so that it is clearly targeted to help children achieve the highest levels of achievement.

Inspection judgements

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

The childminder offers a good balance of play and learning opportunities both in and outside of the home. She has a secure understanding of how children learn through their play. The childminder has worked closely with parents from the outset and has a secure knowledge of children's individual interests and development. She successfully uses this knowledge to prepare and provide a good range of play and learning opportunities that meet their needs well. The childminder obtains as much information as possible, in order for her to ascertain children's starting points. She completes written observations and has

implemented effective systems to enable her to assess individual children. This helps her to understand what they can do and plan for what they need to do next. The childminder has systems in place to complete the progress check at age two years and to share the summaries with parents, in order to support children's future learning.

Children's language is effectively supported through ongoing conversations between the childminder and children as they play and during everyday routines. For example, at snack time and when attending to their personal care needs. Children enjoy singing and participating in action songs and rhymes. The childminder uses her voice and facial expressions to help all children tune in, so promoting their listening and attention skills. In addition, she ensures she speaks clearly and uses actions to support the words, which effectively supports children's understanding. Children with English as an additional language are appropriately supported. The childminder is aware of the languages that children speak at home and generally supports this well. Parents are encouraged to share key words from home and the childminder uses these regularly during play. However, on occasions, the childminder does not seize every opportunity to use different communication strategies, such as signs and visual aids. This means that sometimes children are left feeling unsure of daily routines and what comes next.

Materials for making marks are readily available. For example, pencils, paper and notebooks are accessible in a low-level storage unit and a range of tools are used to make patterns and marks in the play dough. Toy boxes are labelled with words and pictures. This promotes children's understanding that print carries meaning. Children enjoy easy access to a broad range of carefully presented books and reading materials, some of which reflect positive images of the wider world. This helps children to learn and be positive about difference.

Children regularly participate in activities that provide them with opportunities to learn about size, shape and volume. For example, they use containers of varying sizes in the sand and water tray, filling and emptying buckets with jugs. When playing with play dough, children count the number of balls they have made as they roll and line them up on the table. This helps children to develop the key skills needed for their future learning in readiness for school. Children have regular opportunities to be creative and children's love of music is effectively nurtured by the childminder. They have easy access to a broad range of musical instruments and enthusiastically join in with familiar songs. Children show an increasing interest in the way musical instruments sound as they tap or shake out simple repeated rhythms on maracas and castanets. In addition, they show their enjoyment and growing confidence as they move their bodies in response to the music that they make. Children's understanding of the world is effectively supported. The childminder provides positive images of all children and makes good use of the outdoors, so that children can investigate natural features. For example, together they water the plants and talk about the different colours of the flowers growing in the garden.

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

The welcoming feel to the home and the warmth and friendliness of the childminder is evident. The childminder works effectively with her co-childminder and the considered

allocation of each child's key person supports close bonds between children and adults. Together, they create a positive and fun learning environment. Consequently, children are relaxed and happy in the setting and enjoy their time there. The childminder takes care to ensure that she finds out all of the relevant information from parents about children's individual routines and care needs. She spends time getting to know the children and settling-in sessions are agreed and reflective of individual needs. This supports strong bonds and smooth transition from their home and into her care.

The childminder provides a well-resourced and interesting learning environment for children both indoors and outside. She ensures that they have opportunities to take part in a balance of adult-led and child-initiated activities. They are confident to explore and make independent choices of what they wish to play with. For example, children play outside, moving from the sand to water before choosing to go inside to complete jigsaw puzzles. The childminder has clear and realistic expectations of all children and carefully considers her responses to ensure that they are reflective of individual needs and levels of understanding. She works well with her co-childminder and parents to ensure that children receive consistent messages. As a result, children are beginning to understand what is expected of them. The childminder consistently acknowledges and celebrates in children's achievements. She ensures that she is a positive role model and is calm and sensitive in her approach. For example, when watering the plants, children are encouraged to take turns and the importance of allowing everyone to have a turn. Examples of what children have made and photographs of them engaged in activities are displayed in the childminder's home. This helps to promote children's sense of belonging and self-esteem.

Children learn how to keep themselves safe as the childminder reminds them that they must sit still on the garden bench in case they fall. They are encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. Children have access to the childminder's garden and also go on frequent trips to the local park and recreational play areas where they can access larger equipment. This contributes to their physical development as they practise movements, such as climbing and balancing. In addition, they show increasing skill as they use tools in the play dough to make marks and pour water from jug to jug in the water tray. The childminder ensures that she follows good hygiene procedures and encourages children to do the same. She works with parents to agree arrangements for providing meals and snacks and to discuss any individual dietary requirements. Healthy food choices are actively encouraged and mealtimes are a social occasion. Children have opportunities to develop their self-help skills as they are supported to wash their own hands and faces before and after eating.

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

Children are protected from harm and neglect because the childminder demonstrates a good knowledge and understanding of safeguarding policies and procedures. She has attended additional training to extend her knowledge of this area of practice. Together, with her co-childminder, she has prepared a detailed safeguarding policy, which she shares with parents. All adults in the house are vetted and the identity of visitors are checked and records maintained. Detailed risk assessments and daily visual checks of the

premises ensure that children play in a safe environment. Effective partnership working with her co-childminder ensures that the adult to child ratios are met and children receive a high level of supervision. As a result, children feel safe, secure and are very well supported in all that they do.

The childminder has forged positive relationships with parents and they are warmly welcomed into the home. Initial meetings with parents ensures that she has all of the relevant information needed to support children, which includes their likes, interests and what they can do at home. Settling-in sessions are negotiated and agreed with parents, which means that children feel happy and settle quickly. The childminder regularly shares information about children's routines and care needs through face-to-face discussion and daily diaries. She also informs them of activities that children have been engaged in during the day and displays annotated photographs and examples of their artwork around her home. In addition, parents have access to children's individual files and are encouraged to discuss and make comments on the contents. As a result, a two-way flow of information is maintained and parents are kept well informed of their children's progress. The childminder has begun to establish effective partnerships with other early years settings where children attend. This means that children receive continuity of care, which supports their overall development, progress and transition from one setting to the next.

This is the childminder's first inspection since registration and together with her co-childminder has made a solid start to her childminding business. She has successfully transferred skills learnt from her experiences of working in day-care settings to her home. The childminder demonstrates an enthusiastic and professional approach to her role and a strong commitment to improvement. She has embarked on further training, in order to build on her current knowledge and understanding. The childminder has completed a self-evaluation to assist her in identifying her strengths and weaknesses and is formulating an action plan. However, the action plan is in the early stages and consequently, there is scope to extend and improve this process further.

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 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

Unique reference number	EY455585
Local authority	Leicester City
Inspection number	899686
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
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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