

**Inspection date**

12/11/2013

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

**The quality and standards of the early years provision**

**This provision is outstanding**

- The childminder has excellent knowledge of the learning and development requirements and has established robust systems for observing, assessing and planning for children's individual needs.
- Children are secure and form strong attachments with the childminder. They are independent, curious learners who display a strong sense of belonging.
- The childminder is exceedingly well organised and prepares around the individual needs of the child. She has an excellent understanding of how to keep children safe and has robust systems in place that ensure this. Her close working partnership with parents and others, provides children with consistency and continuity in their learning and development.
- Children benefit from a rich, varied and stimulating environment which they actively explore and investigate and develop their skills through things they enjoy in this well-resourced environment.

## 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 activities in the childminder's home and talked to the childminder.
- The inspector observed aspects of safety in the home.
- The inspector looked at documentation including children's assessment records and other required documents.
- The inspector took account of the views of parents and spoke to parents during the inspection.

## Inspector

Julie Dale

## 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 partner and child aged 15 months in a house in Blaby, Leicestershire. The whole of the property and the rear garden are used for childminding.

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

The childminder currently has six children on roll. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays.

### Inspection judgements

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

Children are secure and content within the childminder's home because excellent relationships are formed. Interaction is outstanding and affection is readily given and received. The childminder has a detailed understanding of how to support children in their development, their likes and dislikes, and introduces new activities which interest and excite them. For example, she extends children's mathematical knowledge through the addition of different sized clothes to dress a doll. The childminder repeats words and phrases with the children to reinforce correct usage and as a result, children are confident and develop good skills for their future learning.

Children participate in purposeful play and exploration. They enjoy an appropriate balance of opportunities to play indoors and outdoors. Adult-led and child-initiated activities significantly enhance active learning well and help children to develop in confidence and independence. For example, children are extremely confident and comfortable with the childminder as they self-select activities from a variety of craft resources at child level. They select feathers and paint to make a picture to take home to share with parents deciding on the colours to use and the shapes they want to print with.

Planning covers all areas of learning and provides a very high level of challenge for all children. Individual planning meets the needs of the children exceedingly well because next steps are identified. Planning robustly supports children's learning and development as the childminder observes and assesses progress to inform future planning and identify next steps. The childminder uses supporting documents, such as Early Years Outcomes to clearly identify stages in development and to link experiences together. For example, she introduces counting in various activities, such as singing, small world play and making models. This enables her to challenge children's understanding and continually strengthen the knowledge they already have. The childminder is preparing to carry out the 'progress check at age two', once children have fully settled into her care. Children's physical development is encouraged through a variety of activities and experiences in the outdoors.

The childminder actively promotes progress in this area through robust teaching of physical skills through a variety of activities and experiences.

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

The childminder provides a consistent routine between the home and her care and is highly attentive to children's interests and needs. For example, she uses the same kind of language for significant events as children do at home. Children benefit from the individual attention given to them by the childminder. They develop positive relationships with her and they feel safe, secure and develop a sense of belonging. The childminder is caring and sensitive to the children's needs. Excellent communication with parents enables her to meet their needs on a daily basis.

The childminder models good behaviour and focuses on the children's positive actions with lots of praise and attention. Consequently, they behave well. The children learn to be kind to each other, share and take turns. They learn to show respect for themselves and for other people. Children's independence develops well, for example, they make choices with regard to their play and are encouraged to be independent when preparing for and eating their lunch. Through the childminder's thorough knowledge of the children in her care, she ensures their personal needs are well met and that they are comfortable and content.

Children access the outdoors regularly through walks in the local area and visits to the park. Children are developing an awareness of healthy lifestyles as the childminder actively promotes balanced meals and snacks and ensures their dietary needs are met.

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

The childminder shows excellent organisation and commitment to her work and has put in place a self-evaluation process to further develop the service she provides. For example, she intends to send out parent questionnaires to review her care practices and these will inform her planning for the future. She has exceptional understanding of the Early Years Foundation Stage and uses this to ensure that children's welfare, learning and development needs are met. She is skilful in planning, monitoring and evaluating a wide variety of activities and play experiences that will encourage children in their learning.

The childminder demonstrates a very good understanding of her role and responsibility in relation to safeguarding the children in her care. All required documentation is up-to-date and on display for parents to view. Suitable security of the premises and a robust collection procedure protect the children. The childminder ensures that the play environment is safe and secure, using stairgates and safety locks to minimise risks in all areas of the home. All children's resources indoors and outdoors are inspected daily and are in a good state of repair.

The childminder has exceptionally good partnerships with parents. She has a very good understanding of involving parents closely in children's time with her and talks to them in depth on a daily basis. She uses home link books for communicating significant events between herself and parents. Records of children's progress include observations and the children's own work. The childminder seeks the views of parents about the care she provides and reflects on her own views of the service and her setting. She works very well in partnership with the other settings the children attend in order to ensure that important information about children's learning and development are shared.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY464234
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	919610
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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