

Inspection date	16/10/2013
Previous inspection date	14/05/2009

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder works skilfully with children as she has a strong understanding of the Early Years Foundation Stage and how children learn. She identifies children's individual levels of achievement and helps them make good progress through stimulating play opportunities.
- Observations, assessments and planning reflect children's individual interests and are used very well to provide them with a positive balance of child-led and adult-led learning, which motivates and enthuses them.
- 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.

It is not yet good because

- Children's all-round good health is not promoted consistently because some requirements for first aid are not met in relation maintaining a current first aid certificate.
- Risk assessments are not fully robust to ensure all hazards within the home are identified and minimised; this particularly refers to the accessibility of garden tools and ladders.
- The organisation of toys and resources does not always support and extend children's opportunities to make choices in their play.

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 at appropriate times during the inspection.
- The inspector took account of the written views and comments from a number of parents and 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.
- The inspector viewed the childminder's self-evaluation.

Inspector

Alex Brouder

Full Report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children on the outskirts of Leicester. The whole ground floor of the house, one bedroom on the first floor and the rear garden are used for childminding. The family has three cats and fish as pets.

The childminder attends toddler groups 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 eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a current paediatric first aid certificate is held, in order to fully ensure children's well-being at all times
- identify aspects of the environment that need to be checked on a regular basis and how the risk will be removed or minimised to ensure children's safety.

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

- review the organisation of the toys and resources to further enhance children's growing independence and play.

Inspection judgements

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

The childminder uses observational assessment well to understand children's levels of achievement and interests and to identify learning priorities. She has a clear and comprehensive understanding of how children learn and uses this knowledge to aid the

development of all children in her care, including any with special educational needs and/or disabilities. She has a clear and comprehensive understanding of how children learn and uses this knowledge to aid the development of all children in her care. She effectively monitors and tracks children's progress, using both a written process and a computer program. This enables her to identify any gaps in children's learning and to plan appropriate and realistic targets for their next steps. Her thorough systems of assessing children's development mean she can effectively complete the required progress check at age two. Parents contribute to children's learning through providing the childminder with information on their child's skills and abilities before they begin. The childminder shares children's learning through verbal, written and electronic systems, which ensures they are kept well informed of the progress children make in her care. The childminder works closely with other settings that children attend to ensure that information can be shared to enhance and consolidate children's learning.

Children enjoy all activities offered, or accessible to them, and are given time and space to develop their ideas. They have access to a large variety of age-appropriate toys and equipment within the childminder's home, which, overall, enables them to make choices in their play to support their skills and interests. This stimulates children's natural curiosity to learn and develops key skills in their future learning. For example, a young child explores the range of natural materials that the childminder states have been gathered from one of the many outings children take part in. They carefully pick up a cone, then a twig and then a shell, touching them against their skin and smelling each one. The childminder supports their actions through asking how this feels and introducing words, such as 'soft', 'hard', 'rough' and 'smooth'. As a result, children's understanding of communication develops. Children love to look at books and have easy access to a large range of fact and fiction books. They take these to the childminder, who reads these to them, pausing to enable the child to acknowledge their interest and asking questions, such as 'who is that?' or 'what noise does it make?'. This enables children to practice their emerging language.

Children's opportunities to draw and create are offered both in planned adult-led activities and through free choice. It is clear that children enjoy this pastime through the range of displayed artwork which they have completed. They engage in finger painting, play dough moulding and sand and water play. As a result, children have regular opportunities to develop their early writing skills. Children move around confidently and show they know the setting well as they explore all areas with ease. Overall, their independence is promoted through the provision of low-level storage boxes as well as those toys that have been laid out to support their interests. However, as there are so many resources, the organisation of these does not always enable children to know and see what is on offer or available to them. This limits their free choice at times. Children begin to observe and investigate the natural world by growing and eating their own fruit and vegetables in the garden, for example, pumpkins, strawberries, squash and courgettes. This also contributes to their understanding of a healthy diet as the childminder talks to them about how these foods are good for them. Children get out and about most days and the childminder ensures that every opportunity is used to encourage children to think about what they see and hear, contributing to their understanding of the world.

Resources, such as role play toys and books, provide opportunities for children to observe positive images of diversity. Their understanding of the similarities and differences

between themselves and others is reinforced as they celebrate many different festivals. Children's learning experiences are enhanced through regular outings and visits, for example, stay and play sessions and music and movement classes. These enable the children to practise their growing skills in a larger environment and develop their social skills as they learn to mix and share with others.

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

Children are happy and show they are at ease in the childminder's welcoming home. For example, they happily explore all available space, exploring the range of play equipment on offer to them. They have clearly established close relationships with the childminder as a result of well-organised settling-in arrangements. During this period, parents are invited to share what they know about their child, both verbally and in written form. This allows the childminder to tailor the environment to suit children's individual needs, helping them to feel secure and at ease. Children show they feel happy when they take their nap after their lunch and swiftly go off to sleep. Following their good home routines positively contributes to their growth and development. Children's continued sense of security is fostered through appropriate arrangements for supporting them as they move to nursery or school. For example, the childminder discusses the move with children and either shares development information with their new carer or asks parents to pass this on.

Children play in a generally safe environment but not all hazards are minimised to reduce potential accidental injury. For example, there are garden tools, weed killer and ladders in areas accessed by children, which has the potential to cause harm. Despite this, children show they feel safe as they use the stool carefully to reach the taps in the bathroom and handle and use tools, such as cutlery, appropriately. Further to this, children take part in regular emergency evacuations of the building, ensuring they know and understand what to do in the event of a fire. During daily outings, the childminder reminds all children about the hazards of traffic and 'stranger danger'. She ensures younger children are either secured in buggies or on reins, to ensure they remain with her at all times, supporting their safety and well-being.

Children are learning to keep healthy through following good hygiene routines, such as washing their hands before eating. They enjoy regular drinks and healthy meals and snacks, which are served at the table to support children's social skills. In addition, the childminder sits and eats with them, offering children a positive role model with regard to eating appropriately and how to handle cutlery. Children are helped to understand how exercise keeps them healthy, for example, the childminder walks to and from school with them, and younger children benefit from attending the local playgroups and stay and play sessions. These opportunities also help support children's social skills in preparation for later transitions to nursery and school.

Children behave well. The childminder teaches children from a young age about acceptable behaviour. She encourages them to share, take turns and be kind to each other, and frequently praises and reassures them. This helps to develop children's confidence and self-esteem.

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

The childminder has a good understanding of her responsibility to ensure that her provision meets the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress and take part in good variety of play opportunities to support their learning. However, although the childminder understands the importance of meeting the safeguarding and welfare requirements, children's good health is not fully promoted. This is because the childminder's first aid certificate has recently expired. The childminder has made attempts to book onto an appropriate course, but these have been cancelled. The impact on children's safety and well-being is minimised, however, as the childminder has confirmed that a paediatric first aid course will be completed in November. Nonetheless, this is a breach of requirements and also affects both parts of the Childcare Register.

The childminder is dedicated and motivated to provide a good quality provision for all. She shows a commitment to improving her practice through her participation in regular training opportunities and has recently completed a degree. As a consequence, her knowledge of how children learn and develop is good. She uses this to plan and tailor the environment to support and promote the needs of every child in her care. The recommendation raised at the last inspection has been successfully addressed. For example, the childminder uses observation and assessment well to ensure that children's progress is identified and used to inform planning. In addition, parents have many opportunities to contribute to this system, both verbally and in writing, to support and enhance children's learning and development. However, although some steps have been taken to identify risks to children in relation to the upstairs of the property, risk assessments are not robust to ensure that all identified hazards to children are minimised. This, therefore, remains an area for improvement and is a breach in requirements on both registers.

The childminder has a good understanding of safeguarding children and her responsibilities in terms of any child protection issues. She keeps her home secure and is confident in recognising the possible indicators of abuse or neglect. She has completed training in this area and is confident in the procedures to follow should she have any concerns about a child's welfare. All records meet the requirements of the Statutory framework for the Early Years Foundation Stage. These include a register of attendance, reflecting how ratios are maintained, ensuring that children's needs are continually met.

Partnerships with parents and carers are strong. They are fully informed of the childminder's policies and procedures through an interactive computer program she uses, along with being given hard copies to peruse should they wish to. All have secure access to the computer system, allowing them to view children's observations and individual progress made. As a result, parents are well informed about the childminder and how she works. The childminder works well in partnership with other settings that children attend, which helps to promote consistency and complement children's continued learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first aid qualification is held (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is held (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	226534
Local authority	Leicester City
Inspection number	910034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	14/05/2009
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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