

Inspection date

Previous inspection date

11/12/2013

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 settled and happy because the childminder has familiar routines, which she implements with care and affection. She constantly reflects on and reviews her practice to ensure that they feel safe and secure.
- Young children are developing good communication and language skills because the childminder provides good levels of interaction. She talks to children about what is happening, introduces new words and shows an interest in what they say.
- 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.
- Good organisation and documentation ensures that children are safeguarded and the childminder meets her legal responsibilities.

It is not yet outstanding because

- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the different settings that minded children attend.

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 had a tour of the premises.
- The inspector observed the childminder and the children in the house and in the garden.
- The inspector looked at policies and procedures and children's learning journeys.

Inspector

Samantha Faulkner

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 10 years in a house in Market Harborough. The whole of the property and the rear garden are used for childminding.

The childminder attends a toddler group and activities in the local community. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently seven children on roll, four of whom are in the early years age group and attend for a variety of sessions.

The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare 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:

- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

The childminder takes the time to get to know new children and offers flexible settling-in sessions until parents and children are confident with her. She asks parents for information about what children like, what they can already do and their interests. The childminder uses this information to establish each child's starting points and plan activities based on their interests. For example, a child was very interested in fish and had just started to eat more, so the children visited a local fishmonger and learnt about the fish. They were able to touch and smell and a child used the childminder's camera to take his own photographs. As a result, children enjoy learning new experiences. The childminder uses information gained from her observations, which are recorded in children's learning journals, to plan for their next steps. She completes regular assessments to share with parents about their child's progress, which helps them to support their child's learning at home. As a result, children are making good progress and gaining the necessary skills to support their future learning.

The childminder provides experiences that cover all seven areas of learning and

development and there is a good balance of child-initiated and adult-led activities. Teaching is good. The childminder is knowledgeable about the different styles of children's learning and uses this when planning the curriculum. Children develop well in their personal, social and emotional development. They play alongside each other and take turns in games. They share their toys and sit quietly together to listen to the childminder reading a story. The childminder supports children's communication and language. She uses open-ended questions and pauses to give children time to think and answer. The childminder uses simple sentences and single words with the younger children and repeats key words that they use. As a result, children engage in lovely conversation and are confident communicators. They tell the childminder what they like playing with and are able to communicate what toys they want to play with.

Children enjoy playing in the garden with the bubbles. The childminder blows bubbles while children run around and try to catch them, squealing with delight. They shout 'more' and point to the bubbles. The childminder shows the children how to make the bubbles and supports them to blow their own, which the children love. Children's early reading and writing skills are promoted well. They enjoy listening to stories read by the childminder and they competently thread small hoops onto sticks. Children enjoy lots of outings and experiences, such as visits to the library and toddler groups, which gives them opportunities to develop their social skills. Trips to the park means children can run around in the fresh air and practise their physical skills

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

Children form good attachments to the childminder. This strong bond means that children are confident to separate from their parents and enjoy their time in the childminder's care. The childminder gathers good information from parents, which ensures their child's needs are met and helps them to make the move from home to the childminder's home. She uses the daily communication books to share information about children's care routines so that parents know about their child's day. The childminder makes good use of everyday routines, such as nappy changing. She chats to them throughout the process, which she manages in a sensitive way and children respond back to her with smiles and conversation.

Behaviour management is effective. The childminder uses effective, age-appropriate strategies so that children learn about sharing and taking turns and they play happily together. Children have daily exercise in the garden and local parks. They take appropriate risks on the play equipment and climb the steps to the slide with support. The childminder ensures children are safe in the garden, which is secure and assesses any hazards and risks. Children are developing good independence skills. They choose their own toys to direct their play and confidently use the toilet. The childminder helps children to understand about the importance of washing their hands and they use soap to 'wash away the germs'. Children's good health is further promoted as they use separate coloured towels for drying hands. The childminder is vigilant in preventing the cross-contamination of germs by wearing an apron and gloves for nappy changing and spraying surfaces to keep them clean. As a result, children are healthy.

Children have access to regular drinks and competently help themselves when they are thirsty. Snacks provided are healthy and offer children the chance to make an informed choice each day. The childminder asks parents to provide healthy packed lunches and the children all sit together at dinner time at the table. Children are prepared well for the move to pre-school and school. The childminder helps children to settle at pre-school by sharing information when dropping or collecting children. This ensures children have continuity of teaching and continue to enjoy learning.

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

The childminder has a good understanding of her roles and responsibilities. She attended a business seminar provided by the local authority to enable her to understand the importance of meeting the legal requirements in relation to running a home based childcare business. This is evident in her organisation and documentation. Policies and procedures are thorough and cover all requirements. Her knowledge of how to keep children safe from harm and abuse is good and she is aware of the signs and symptoms to look out for. Accident and medication forms are detailed and signed by parents. Risk assessments are detailed and show the childminder has considered what potential risks are for children. As a result, children are kept safe from harm.

Partnerships with parents are good. The childminder uses a two-way communication book to share information. Parents write letters of appreciation and praise the childminder on her 'warm, friendly home' and the wide range of activities that children participate in. They feel the childminder is a good communicator and a parent thanks the childminder for the care taken with her child and the progress made with the child's speech. The childminder displays children's works and photographs and has a scrapbook of evidence, which shows how much the children enjoy their time. These photographs are linked to areas of learning and development and are shared with parents. The childminder uses 'trackers' to record children's learning and to monitor children's progress across all seven areas of learning and development.

Self-evaluation is good. The childminder reflects everyday and considers what she can do to improve her practice. She includes the views of parents and asks the children what they enjoy doing. The childminder has a clear plan of her improvement, which includes regular training and professional development through network meetings and local authority events. She does not work with any other professionals as she has not needed to, however, she is knowledgeable about the support available and who to contact to ensure children's individual learning needs are met. She has a good relationship with a local primary school and uses this to help children move smoothly to that school. However, there is scope to strengthen partnership working with other settings in order to enhance the shared approach to children's learning.

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	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

Unique reference number	EY461687
Local authority	Leicestershire
Inspection number	919734
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
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 '*Complaints procedure: 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, 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.

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

