

<b>Inspection date</b>	11/02/2014
Previous inspection date	07/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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's personal, social and emotional development is promoted well by the childminder and her assistant. They value and praise the children's achievements, which supports them in feeling good about themselves.
- Effective systems for observation, assessment and planning ensure that children are successfully challenged to reach the next steps in their learning.
- The childminder is fully aware of her responsibilities in the event of a concern about a child in her care. As a result, children are safeguarded and kept safe from harm.

#### **It is not yet outstanding because**

- The development of children's communication skills is not fully maximised. This is because at times the childminder asks the children closed questions.
- Children are not consistently helped to understand the consequences of their behaviour. Therefore, at times they are not aware of their own safety.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities as children played in the childminder's home.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout the inspection.

## Inspector

Hayley Lapworth

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her child aged 12 years in Burbage, Leicestershire. The childminder works with an assistant. The whole ground floor of the house 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. She collects children from the local schools and pre-schools. There are currently 19 children on roll, nine of whom are in the early years age group, all of whom attend on a part-time basis. The childminder supports children with special educational needs and/or disabilities. She operates all year round from 7am to 6pm, Monday to Friday, except 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 further improve the quality of the early years provision the provider should:

- maximise opportunities to enhance children's skills in communicating with adults by asking them open-ended questions
- consistently reinforce children's awareness of their own safety, with specific reference to running indoors in dressing up outfits

## Inspection judgements

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

The childminder and her assistant have secure knowledge and understanding of the learning and development requirements. They provide the children with a balance of adult-led and child-initiated activities which relate well to their age and stage of development. Activities are provided in the childminder's home, the large garden and at local groups. The childminder undertakes many planned and spontaneous observations to track children's progress. She accurately identifies when they are ready to move on and where they may need additional support. Consequently, children are making good progress.

The childminder provides parents with a detailed written summary of their children's progress check at age two. At the onset of care, parents are asked to share all they know about their child, including their range of vocabulary, their experiences and their social skills. The childminder then uses this information to plan for their future learning. The

childminder regularly talks to parents about their children's current stage of development and what they need to do next in order for them to continue to progress. She shares children's learning journals with their parents, which contain lots of photographs of their children involved in a broad range of experiences. Therefore, parents are actively encouraged to be involved in their children's learning and they can support their learning in their home environment.

Children's personal, social and emotional development is successfully enhanced. The childminder and her assistant praise the children's achievements, regardless of how big or small these may be. For example, they praise young children for taking a few steps and using their manners, and they praise older children for walking responsibly on the journey to and from school. As a result, children are confident in their surroundings. Children are actively encouraged to explore their immediate environment and move between activities. The childminder supports them in making decisions for themselves by asking them what they would like to do next. Therefore, they are becoming increasingly independent.

Overall, children's language skills are well promoted as the childminder regularly has conversations with them throughout their play. For example, she talks to them about what they are cooking in the role play area, who they are making dinner for and the foods they eat at home. The childminder asks the children some open-ended questions. For example, she asks 'What food shall we cook now?' Consequently, this style of questioning encourages the children to think for themselves and respond. However, at times the childminder does not extend the children's communication skills to full effect as she asks them closed questions. For example, she asks 'Are these baked beans too?' and 'Are we going to serve them?' Displays and posters attractively on show in the playroom support the children's literacy skills as they begin to understand that print carries meaning. This practice helps to support them in readiness for school.

Inclusion is fully promoted as the childminder monitors children's engagement in the activities. She shares her time between the children and guides her assistant in meeting the children's needs. For example, if she has to move away from an activity she asks her assistant to take over. As a result, children are continually supported. Secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities are fully included in the life of the setting.

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

Children are happy, settled and emotionally secure in the care of the childminder and her assistant. They share warm relationships with the children, who enjoy sitting with them to listen to a story, play with the play dough or simply have a cuddle. Settling-in arrangements are agreed on an individual basis in order to address children's individual needs. At the onset of care detailed admission information obtained from parents ensures that individual care needs are well met. Information on the childminder's good practice with regard to safety, illness and accidents is shared with parents. Secure arrangements are in place to support children through their transition into other early years settings and reception class in school. Children from an early age spend time with other adults and

children of a similar age. For example, they attend local childminding groups and visit local pets shops and garden centres. Therefore, with support from the childminder, children's personal and social skills are being developed.

The childminder's home is inviting, warm and welcoming to children and their families. Children enjoy being able to access a good range of resources, many of which are stored at their level. Children's behaviour is good and they are beginning to learn about their own safety. For example, at snack time children are supported in using a small knife to cut up their fruit. They engage in conversations with the childminder about knives being sharp and that they can be dangerous. Children demonstrate their understanding of keeping safe when using a knife by finishing the childminder's sentence with her. For example, the childminder says 'knives are very sharp and that's why', the child joins in and they both say 'we have to be careful'. However, at times children are not fully encouraged to be aware of their own safety, with specific reference to running indoors in long princess dresses.

Children's good health and well-being are fully assured. The childminder encourages them to be physically active and exercise their bodies on a daily basis. For example, children play in the childminder's large garden. In addition, they also attend local groups where they access a good range of climbing and balancing equipment in a large open indoor space. The childminder effectively encourages healthy eating. She provides nutritional snacks, such as fruit and meals the children enjoy. For example, a typical meal includes carbohydrates, such as potatoes, protein, such as chicken and a selection of fresh vegetables. Children are introduced to a range of foods through festivals and celebrations that they may be less familiar with. For example, to celebrate Chinese New Year children try prawn crackers and use chopsticks to eat rice. Hand washing is encouraged at appropriate times throughout the day. For example, children are supported in washing their hands after using the potty or the toilet. Individual towels are provided, preventing the spread of infection. The childminder and her assistant are sensitive towards children who become ill while in their care and they have both attended first aid training. Therefore, children can be appropriately cared for in the event of an accident.

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

Children's welfare and safety overall are effectively addressed. The childminder's policies and procedures are implemented well in practice. She conducts risk assessments of her home and garden and takes appropriate action to address risks to the children. The childminder's home is safe and secure, and supervision of the children is good. The childminder ensures that children are never left unsupervised with a person who has not been vetted. She is secure in her knowledge of the procedures she must follow in the event of a concern about a child in her care. Therefore, children are fully safeguarded. The childminder ensures that anyone over the age of 16 living or working in her home completes necessary checks. For example, she has ensured her assistant has a Disclosure and Barring Service check and has accessed references from her past employers. Consequently, children are cared for by people who are suitable to do so. Parents are made aware of the childminder's safeguarding policy and the Local Safeguarding Children

Board procedures that she must follow in the event of a concern.

There is good capacity for future improvements. The childminder effectively monitors the educational programmes and children are making good progress. She effectively evaluates the services she provides. The childminder identifies her strengths and where improvements can be made to improve outcomes for children and their families. For example, she has identified that children would benefit from a covered play area outdoors to use in inclement weather. The self-evaluation process includes the views of parents and her assistant. The childminder has successfully met actions raised at her last inspection. This has positively impacted upon the children's learning, their safety, partnerships with other providers and evaluating the service she provides. In order to improve her service, the childminder welcomes support from her local authority advisers. She attends short courses and identifies future training that would support her in her role. Therefore, she is continuing in her professional development, which in turn impacts on the quality of the service she provides.

Partnership with parents are well established. Written references provided by parents indicate they are very happy with all aspects of the service. Comments state that their children are very happy with the childminder, and that she is loving, kind and thoughtful. They especially appreciate that the play experiences on offer are inspiring and educational. The childminder has established links with other early years providers where children attend more than one setting at any one time. Therefore, continuity of children's care and learning is assured.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY376196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	946830
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/05/2013
<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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Piccadilly Gate  
Store St  
Manchester  
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