

Inspection date	18/02/2014
Previous inspection date	23/07/2013

The quality and standards of the early years provision	This inspection:	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

- Excellent relationships with parents and strong links with other settings support a shared approach to children's learning and ensure they receive consistent support.
- The childminder works with another childminder and assistants. The sound key person system ensures children settle quickly and enjoy their learning; they are happy and relaxed within the warm and welcoming environment that the childminder provides.
- Children's good health is protected because the childminder ensures that they enjoy and learn in the outdoor play environment, as well as within his home.
- Children are safeguarded because the childminder is fully aware of his responsibilities to protect them from harm. He successfully identifies and minimises potential risks to children within his home and on school runs.

It is not yet outstanding because

- At times, the childminder does not give enough time for children to respond when asking a question, particularly during adult-led activities. This occasionally means that some opportunities to promote early speech and language are not always enhanced.

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 house and looked at documentation.
- The inspector observed children and looked at their learning journeys.
- The inspector checked evidence of suitability, the provider's self-evaluation form and improvement plan.

Inspector

Samantha Faulkner

Full report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, two adult children and a younger child aged 16 years. They live in a house in a small town in the Hinckley and Bosworth district of Leicestershire. His wife is also registered as a childminder at these premises and his two adult children are also registered as assistants.

Children use the ground floor of the house for play and have access to agreed areas for sleep on the first floor. There is an enclosed garden for outdoor play. The family has a pet dog. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance opportunities for children's early speech and language development, for example, by giving children more time to respond to questions.

Inspection judgements

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

The childminder offers a warm and welcoming environment for both children and parents. The entrance hall is used to display information for parents that includes planning, certificates and key person information. The whole of the downstairs is used for childminding and is thoughtfully organised. There is a wealth of activities and resources that are led by children's interests in the Winter Olympics and different countries. The childminder takes the time to get to know new children and offers flexible settling-in sessions until parents and children are confident with him. He 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. The childminder uses information gained from his observations, which are recorded in children's learning journeys, to plan for their next steps. He completes regular assessments to share with parents about their child's progress, which helps them to support their child's learning at home. The childminder plans with the co-childminder and assistants and is knowledgeable about the different styles of children's learning, using this when planning the curriculum. 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. Children enjoy playing inside, making Olympic rings and paintings for their art gallery that are displayed next to the 'Mona Lisa'. Children are extremely confident and seek out the childminder or assistant when they need him. For example, a baby chooses a book and communicates with babbles, asking the childminder to read it to them, which he does. Children enjoy the outdoor area and their learning and development is promoted by the enclosed area that the childminder has built on the back of his house, which allows older children to free-flow, choosing where to play. Children develop well in their personal, social and emotional development. They play alongside each other and take turns in games. Babies enjoy the company of older children in the holidays and this does not impact on their learning. In fact, older children are careful with their games and sensitive to the needs of babies. They share their toys and sit together to paint their pictures. The baby enjoys spending time filling and pouring containers with flour and making marks, they babble with excitement and the childminder talks to the baby. However, he uses lots of words and occasionally does not give the baby time to respond, to further promote communication and language development. Babies have good space to explore and those that start to walk have resources within reach to further support their development.

The childminder does not currently support any children with special educational needs and/or disabilities, or children with English as an additional language. However, he has good levels of knowledge to adapt his teaching strategies to ensure all children are included and able to take part in activities to promote their future learning. This helps all children to celebrate inclusion and diversity. Children are prepared for school through good links with the local primary school and a good knowledge of the learning requirements for children starting school.

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. Parents provide information about care routines at home and these are regularly updated for babies with changing needs. This ensures that the childminder continues familiar routines and works in close partnership with parents, meaning children make the best possible progress. Deployment is good and both the childminder and co-childminder work effectively together. Children play and learn in a well-resourced environment that provides excellent resources, which are kept within reach so children can self-select. The childminder makes good use of everyday routines, such as nappy changing. He chats to children throughout the process, which he manages in a sensitive way and children respond back to him with smiles and babbles.

The childminder ensures children are safe in the garden, which is secure and assesses any hazards and risks. He helps to teach children about personal safety when they cross the road. Children make a large paper zebra crossing outside the house and the childminder uses this to practise how to cross safely. The childminder teaches children how to use scissors with the use of two-handled teaching scissors and safety gates prevent children

accessing the upstairs un-supervised. Children's behaviour is good, the childminder does not need to remind children how to be nice and they are all well mannered and polite to each other and the adults looking after them. Children's health and hygiene is promoted. The childminder and the assistants have a current first aid certificate which is displayed for parents' information. Children are developing good independence skills. Younger children are supported on small steps and push toys to promote their walking. The childminder has written risk assessments, which are detailed and reviewed annually. These are conducted jointly with the co-childminder. Children have daily exercise and access to the outdoors through free-flow into a covered lean-to and a large garden for more physical activities and learn about the world around them.

The childminder provides a balanced menu for children and encourages healthy eating during all meals and snacks. 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. These are labelled and washed daily to prevent the spread of infection; as a result, children's good health is promoted. The childminder helps children to settle at other settings, such as pre-school, by sharing information when dropping children off or collecting them. This ensures children have continuity of teaching and continue to enjoy learning. The childminder has a 'no smoking' policy during the hours of childminding, which further promotes children's good health.

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

The childminder has a good understanding of his roles and responsibilities and has previously acted on any actions or recommendations set. He has completed training to enable him to understand the importance of meeting the legal requirements in relation to running a home based childcare business. This is evident in his organisation and documentation. The childminder works alongside a co-childminder and two assistants and they share their observations on a regular basis to effectively plan for children. The childminder records individual progress onto trackers and then uses this information to identify weaknesses in the curriculum or with individual children. This enables changes to be made, ensuring children make good progress.

Self-evaluation is good. The childminder reflects everyday and considers what he can do to improve his practice. He includes the views of parents and asks children what they enjoy doing. The childminder has a clear plan for improvement. The childminder is knowledgeable about safeguarding procedures and knows how to report any concerns to ensure children's safety and welfare. Safeguarding procedures include the appropriate use of mobile telephones and cameras in the setting and this is implemented effectively. There is a container for the storage of mobile telephones. This has a printed sign that requests visitors, including children, to store their mobile telephones in this container, which is sited out of children's access. The childminder checks the use and storage of mobile telephones during the day. Accident and medication forms are detailed and signed by parents. Policies and procedures are thorough and cover all requirements and confidential information and

records about children are held securely and only accessible and available to those who have a right or professional need to see them.

The childminder is knowledgeable and has a broad range of strategies to support children with English as an additional language and children with special educational needs and/or disabilities, although, he does not currently have any on roll. Partnerships with parents and with other settings and professionals are a strength of the setting. The childminder communicates well with parents; he passes on any daily learning and shares what children have enjoyed doing. He takes the time to listen and support parents and provides flexibility in his service. Information about the service, teaching and the curriculum is shared via a noticeboard by the main door and by newsletters and displays about the teaching, learning and planning. Partnerships with the local primary schools and other settings are extremely strong and staff have a positive attitude to sharing practice and teaching to ensure children receive consistent support. 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.

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	959719
Local authority	Leicestershire
Inspection number	950076
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23/07/2013
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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