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|--------------------------|------------|
| <b>Inspection date</b>   | 29/01/2014 |
| Previous inspection date | 17/07/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|  | Previous inspection:    | 2 |
| 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 and her assistant form warm and caring relationships with the children and provide them with high levels of support. As a result, children feel exceptionally safe and secure in their care.
- Children are making excellent progress as they take part in purposeful adult-led activities and benefit from a wide range of learning experiences.
- The childminder has an excellent understanding of the importance of working in partnership with parents in order for children to flourish and reach their full potential. This results in highly effective and successful strategies that engage parents in all aspects of their child's care and learning.
- The childminder's home is welcoming and retains a home from home environment, while being stimulating and inviting.
- High regard is given to keeping children safe and healthy. The childminder maintains a comprehensive range of policies, procedures and records that fully reflects her setting and underpins her practice.
- The childminder works exceptionally well with her assistant. Together their ongoing drive for improvement and rigorous self-evaluation continuously improves the learning opportunities that they provide for the children in their care.

## 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 spoke with the childminder and assistant at appropriate times throughout the inspection.
- The inspector looked at, evidence of suitability and qualifications of the childminder and her assistant and self-evaluation and improvement plan.
- The inspector looked at, children's assessment records and planning learning journeys, planning documentation, and a selection of policies, procedures and children's records.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey.

## Inspector

Claire Jenner

## Full report

### Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 13 years, 8 years and two years in a house in the Earl Shilton area of Leicestershire. The whole of the ground floor and garden are used for childminding. The family have pet rabbits. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis.

There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder works alongside an assistant. She operates all year round from 7am to 6pm, 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:

- build on the already excellent range of resources and access to the outdoors so that children have increased opportunities to be physically active.

## Inspection judgements

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

The childminder has exceptionally high expectations of herself and the children. She has an extensive knowledge and understanding of early childhood development and the Statutory framework for the Early Years Foundation Stage. The childminder understands that each child's learning journey is unique and that they play and learn in different ways. She talks with a great deal of knowledge and warmth about the children she looks after. The childminder expertly consolidates and extends children's learning and provides an extensive range of rich and imaginative first-hand play opportunities indoors and outside. This in turn motivates children to explore, make their own discoveries and develop the skills they need to be well prepared for their next stage in learning. In addition, she has implemented highly systematic and successful arrangements for observing what children know, can do and assessing what this means. She successfully uses this information to precisely plan for their next steps in learning. This means that play experiences are excellently planned, sharply focussed and matched to children's individual needs and stage of development. The childminder has a comprehensive understanding of displayed patterns of repeatable behaviour known as schemas, such as a fascination in filling and emptying containers. She fully understands the importance of fostering this type of play

rather than inhibiting it, in order to support children's individual and natural way of learning.

An excellent range of resources, including those which are open-ended provide numerous sensory opportunities for children to investigate, explore and solve problems. A huge array of posters, annotated art work and photographs, enables children to recall their experiences and reflect on their learning together. The childminder extensively fosters a language rich environment as there are lots of opportunities that promote young children's communication and language. For example, children show great interest when discussing the contents of a story sack. The childminder successfully uses, props, such as puppets to encourage children to talk and uses 'different' voices to capture their attention. In addition, the childminder's skilful and carefully paced questioning provides children with time to think and respond. Children love to sing and join in with their favourite action songs and rhymes. They equip themselves with homemade resources, such as musical shakers, which in turn has helped them to find out the process of how things are made. Children of all ages have numerous opportunities to explore textures and be creative through planned and spontaneous activities. For example, children enjoy the feel of the cooked pasta in their hands and make marks in shaving foam with fingers and tools. They show a strong sense of belonging and pride as they point out family members in photograph albums. The problem of a dislodged photograph is quickly resolved as children independently fetch the glue to stick it back in. Children enjoy playing outside on a daily basis. They develop their physical skills and imagination as they enjoy making marks on the paving stones with brushes and water, use bicycles and tricycles and play in the mud kitchen. In an adjacent field children can run and play ball games. However, there is scope to further enhance opportunities for outdoor play while still working within the constraints of the space available.

The arrangements for updating parents about their children's progress and involving them in their learning are first class. This results in children making optimum progress in their learning as a consequence of a shared and consistent approach. Parents are invited to contribute to the initial summary of children's starting points for learning. They receive regular updates and opportunities to discuss progress through discussion, text message, comprehensive daily diaries and development summaries. Parents have easy access to and contribute fully to children's individual learning journals. The childminder is minding children who are aged two years, and is fully aware of the requirement to complete the progress check at age two. She has all the written information in place and has worked closely with parents to complete the necessary reports in the required time frame.

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

The childminder has taken great care to maximise the indoor space she has available in order to provide warm and welcoming surroundings for children and their parents. She has successfully created an interesting and stimulating environment while still retaining a 'home from home' feel. For example, photographs, words, pictures and numbers are on display at child height, enabling children to see them easily. The low level storage units have picture and word labels. In addition, the childminder has recently introduced a

'choosing wall' with pictures of available resources and activities. As a result, even the youngest children are able to recognise the contents of boxes and make their own play choices. Regular routines and expectations ensure children feel safe and secure in the childminder's home. Excellent and flexible settling-in procedures tailored to children's individual needs enable children to settle quickly. The childminder and her assistant have formed very close bonds and strong attachments with the children. In addition, their natural and animated interaction undoubtedly promotes children's confidence and ability to explore. The childminder works exceptionally closely with parents and they are encouraged to provide as much detailed personal information as possible about their child. For example, comforters, favourite foods, daily routines, what they like and do not like. As a result, the childminder is able to provide individual care that is consistent to that given at home. In addition, the childminder also shares information about herself and family which further strengthens an open and trusting relationship between herself and parents.

The childminder has an excellent understanding of children's specific needs and celebrates and values their uniqueness as individuals. She takes a great deal of care and time getting to know the children through talking, listening and playing with them. For example, she knows that some children need their own time and space on waking from an afternoon nap and others thrive with a consistent routine. This means that the childminder is effectively in tune and astutely aware of individual children's emotional well-being. The childminder and her assistant are excellent role models, who encourage children's positive behaviour. They offer them consistent praise and encouragement and focus highly on children's positive behaviour. This means that children develop high levels of self-esteem and have a strong desire to behave well and manage themselves. For example, young children are learning to move away from emotive situations in order to calm themselves down. Children are very well supported in their play and learning and the childminder uses strategies that best suits individual children and according to their ages and understanding. The childminder works incredibly closely with parents to ensure that they are kept fully informed, regularly sharing strategies to promote children's positive behaviour.

The childminder ensures that children's health is very well promoted through daily routines and activities. The hand washing routine, is illustrated through photographs which visually reinforces children's understanding of healthy practices before they eat. They develop healthy tastes as the childminder provides nutritious, well balanced and varied meals and snacks. Children have daily fresh air, with walks to the park, local community or playing in the garden, building their physical skills and strength. They are supported in managing self-care tasks and to become independent. For example, young children are encouraged to 'help' with the nappy changing routine and when ready are introduced and supported in the next stage of independence and potty training. Outings to social groups enable children to mix with a larger groups of adults and children. This promotes their confidence and social skills effectively and supports them in becoming ready for attending pre-school or nursery sessions in the future. Children are encouraged in learning how to keep themselves safe, how to manage risks and challenges. This is reinforced through daily activities and routines, such as road safety and emergency evacuation procedures.

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

The childminder demonstrates an excellent understanding of her responsibilities to meet the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Her in-depth knowledge and training, complemented by robust policies and procedures for safeguarding children ensure that she is able to take prompt action if she becomes concerned about a child's welfare. All the required checks have been completed to confirm that all adults in the home are suitable to be in regular contact with the children and that they fully understand their role and responsibilities. The childminder is vigilant in promoting children's safety and security at all times. Meticulous risk assessments are carried out to address any potential hazards. The childminder works exceptionally well with her assistant and ensures that she does not over commit herself. This means that children receive a consistently high level of support and supervision. Documentation and records are exceptionally well organised and reviewed regularly. This includes well established systems for recording information about children's specific needs.

The childminder demonstrates an exceptional dedication and passion to ensuring the highest levels of care and achievement for all children. This is reflected in her highly professional approach and superb commitment to continuous improvement. This is evidenced in well-documented ongoing self-reflection resulting in highly targeted and successful improvement plans. The childminder has completed mandatory and additional training that has given her an excellent understanding of her responsibilities to meet the care and learning needs of children. In addition, the childminder actively supports her assistant's professional development which contributes to their strong working partnership. All parents and children are actively encouraged to contribute their thoughts and comments which the childminder ensures she values and acts upon. In addition, the childminder makes excellent use of other available resources and guidance documents. She plays an active role in forums and support groups in the local area, sharing ideas. Consequently, she keeps up-to-date and has continued to take positive steps to further enhance her practice.

The childminder has developed excellent working relationships with parents. She ensures that they are kept extensively informed about their child's care and activities that they have participated in. She has implemented an effective key person system with her assistant which further supports the strong relationships with children and their parents. All parents are warmly welcomed into the home at any time and they are provided with a wealth of information. This is presented through discussion, text updates, daily diaries and posters and notices. Parents and children's views are obtained through questionnaires and open discussion. These are positively embraced by the childminder whom uses them to inform and improve her childminding service. These and verbal feedback from parents reflect extremely complimentary comments. They speak with great warmth and high praise about the childminder and her assistant and the service they provide. The childminder has been determined and therefore highly successful in forging strong partnerships with other providers. This ensures children receive a shared and consistent approach towards their care and education. The childminder has a comprehensive

knowledge of linking closely with other professionals where children have additional needs. Together with parents she has been pro-active in seeking out and ensuring children receive the support they need.

### **The Childcare Register**

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|--|------------|
| 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> |
|---|------------|

## 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>     | EY438825       |
| <b>Local authority</b>             | Leicestershire |
| <b>Inspection number</b>           | 948645         |
| <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>      | 4              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 17/07/2012     |
| <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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