

Inspection date

Previous inspection date

27/02/2014

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

- Good partnerships with parents and local schools have been formed. Information around children's progress is effectively shared. This supports children's transitions both within the setting and as they move on to school.
- Children behave well and are confident because the childminder provides clear guidance about what is acceptable behaviour and consistently praises and acknowledges their achievements.
- Children are safeguarded because the childminder is fully aware of her responsibilities to protect them from harm. She successfully identifies and minimises potential risks to children within her home and on outings.

It is not yet outstanding because

- There is scope to further promote children's independence and emerging literacy skills, for example, by providing more labels and a print rich environment.

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 the improvement plan.

Inspector

Samantha Faulkner

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and six years in a house in Houghton On The Hill, Leicestershire. The whole of the house and the rear garden are used for childminding. The childminder attends a toddler group and local community groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. She operates all year round from 7.30am 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:

- provide further opportunities for children to develop their literacy skills and their emerging independence, for example, by labelling resources so they begin to recognise that print carries meaning and can more easily understand what resources are available for them to use.

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 to plan activities based on their interests. For example, when a child is very interested in trains, she ensures that the large track and a good selection of trains are available for him at the house. As a result, children enjoy learning and new experiences. The childminder uses information gained from her observations, which are recorded in children's learning journeys, to plan for their next steps. She uses a management software programme to assist with this process, which allows her to send parents an electronic copy of the children's observations and next steps. This means that parents can contribute in their children's learning and are kept informed of their progress. She completes regular assessments, including the progress check at age two that focus on the prime areas of learning and development. The childminder shares the assessments with parents, 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 is knowledgeable about the different styles of children's learning and uses this when planning the curriculum. 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. For example, children enjoy a story, read by the childminder and listen with interest, finishing the sentences and making noises to the pictures. However, they also

enjoy their own imaginative play with the trains and track, pretend that the storm has damaged part of their track and then use their critical thinking to work out how to move the trains past a broken piece of track. As a result, teaching is good.

The garden provides opportunities for the children to explore and investigate with messy activities such as mud, sand and water. As a result, they enhance their exploration skills. Children go on a bear hunt on a small route around the street close to the house and experience the different weather conditions and obstacles. This is a short route, so even the youngest child can walk rather than use a pushchair, and children's understanding of the world is promoted. 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 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.

There are no children attending who have special educational needs and/or disabilities, however, the childminder is knowledgeable about providing some one-to-one support and working in partnership with other professionals to make the provision truly inclusive. Teaching is good and the childminder has high expectations of the children. She provides resources and opportunities for learning that allow children to use their critical thinking skills to determine for themselves what to do. For example, children make towers and models from the empty cartons from the recycling box and help to pair the socks from the washing machine. Children are prepared for school well. They visit the school when dropping and collecting older children and meet reception teachers during 'stay and play' sessions.

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. Partnerships with parents ensure that all children settle as quickly as possible. They visit the childminder as many times as they need. At times when children do not easily cope with the separation from parents, the childminder works closely with parents to have a joint strategy, so that the child has consistency in their expectations. As a result, children enjoy their time with the childminder and the strong support ensures they are emotionally secure. She uses the daily diary's 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 throughout the process, which she manages in a sensitive way and children respond back to her with smiles and conversation.

Children play and learn in a well-resourced environment that provides excellent resources, which are kept within reach so children can choose for themselves. However, an opportunity to help children find what they need and to support their understanding that print carries meaning is missed because boxes are not labelled and children cannot quickly identify what is stored in each one. 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 care. Children's behaviour is good because the childminder uses age-appropriate strategies to help them understand her expectations. Children are all well mannered and polite to each other, the childminder and any adults visiting.

Children are developing good independence skills. They generally choose their own toys to direct their play and confidently use the toilet by themselves. Children learn to take supervised risks when they visit a soft play centre. They enjoy climbing and using the slide. Children have lots of opportunities for physical exercise and healthy eating. For example, the childminder teaches the children about good foods by using a favourite children's book and extending learning by making pasta necklaces in the shape of a caterpillar to build on their interest. Children have daily exercise and access to the outdoors by exploring the local area, parks and a soft play centre. As a result, children's understanding of the world and their physical well-being is promoted. The childminder ensures children are safe in the garden, which is secure and she assesses and addresses any hazards. The policies and procedures for keeping children safe on outings are robust and include the safe use of the childminder's car. She teaches children how to behave and stay safe when collecting others from school. They hold hands and listening to the childminder's direction. Snacks provided are healthy and offer children the chance to make an informed choice each day. The childminder asks parents to provide healthy pack lunches and the children all sit together at dinner time at the table.

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 towels for drying hands. The childminder is vigilant in preventing cross-contamination by spraying surfaces to keep them clean and having a 'no shoes' policy indoors. As a result, children are healthy. The childminder helps children to settle at school by sharing information when dropping off or collecting children and through the good exchange of information from the school about children's learning. 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 role and responsibility in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. She evaluates her provision in detail and shows a good understanding of the legal requirements. The childminder reflects every day and considers what she can do to improve her practice. She includes the views of parents and asks the children what they enjoy doing. This is evident in her organisation and documentation. The childminder monitors the curriculum through a management software package and the data allows her to check what progress children make, which areas of learning and development are being observed and how the curriculum is being offered. Consequently, any delays in learning and development or gaps in the curriculum are quickly identified and addressed. The childminder has a good understanding of safeguarding and understands the signs and symptoms of abuse and her role in identifying and reporting concerns. As a result, children

are kept safe with the childminder. Teaching is rooted in a good knowledge of the Early Years Foundation Stage and is supported by attendance at comprehensive range of training courses. She is passionate about providing a good service and talks enthusiastically about furthering her qualifications. Partnerships with parents are good. The childminder uses a diary to share information and parents add their own comments or information. Parents write letters of appreciation and thank the childminder for her service.

The childminder 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 schools and uses this to help children move smoothly on to school. She attends stay and play sessions at the local schools and they support her in using the management software package to record observations and assessments. These are linked in with the school's own assessments when children move into reception class. This enables continuity in planning for the children's progress. Risk assessments are detailed and show the childminder has considered what the 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	EY465280
Local authority	Leicestershire
Inspection number	933628
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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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