

## Inspection date

Previous inspection date

03/03/2014

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

- The childminder has a secure knowledge and understanding of how children learn and develop. She carefully observes to assess their skills and interacts effectively to improve their learning. Consequently, children make good progress.
- Children form strong attachments and bond well with the childminder, hence their emotional needs are well met. Parents are kept fully informed and children's learning and development is enhanced both in the childminder's care and in their own homes.
- The childminder has a secure knowledge of child protection procedures and her responsibilities in the event of a concern about a child in her care. Therefore, children are fully safeguarded.
- The childminder uses self-evaluation effectively, reflecting on what is working well and identifying a clear vision for developing her setting in the future.

### It is not yet outstanding because

- Resources and opportunities to build on children's understanding of disability are not fully in place so that children strengthen their already good knowledge about similarities and difference.
- Children's rapidly developing understanding of information and communication technology is not optimised because they have fewer opportunities to use resources, such as torches and cameras.

## 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 observed activities taking place in the conservatory, dining room and lounge.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of parents present on the day.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

## Inspector

Hazel White

## 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 10 years and 14 months in a house in Burbage. The whole of the ground floor and the rear garden are used for childminding. The family has a dog. The childminder attends a toddler group and visits the park on a regular basis. She collects children from the local schools and pre-schools.

There are currently two children on roll, one is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except family holidays. The childminder has an early years qualification at level 3. 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:

- create more opportunities for children to develop skills for the future, for example, by providing information and communication technology resources, such as torches, cameras and remote controlled toys
- provide opportunities for children to develop an understanding of disability, for example, through a variety wider range of resources.

## Inspection judgements

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

The childminder has a good understanding of how children learn and plans effectively to extend and develop their recently acquired skills and interests. She has high expectations of all children because she finds out about what they can do before they start at the setting. This is achieved by talking to parents and asking them to complete an 'All about me' document. The childminder effectively uses this information and her own observations in order to plan activities and experiences that enhance children's individual learning. She records children's progress and takes photographs of them as they play to illustrate the activities they enjoy. The childminder works closely with parents, having regular discussions about their child's progress. Parents are encouraged to support and share information about their child's learning at home, which aids the assessment of their children's learning. Good priority is given to the prime areas of learning with young children and the childminder is able to identify when early intervention may be needed. This means that all children receive appropriate support so that they reach their full

potential.

The childminder's home is organised well so that children are able to easily access resources and initiate their own play. This successfully fosters their independence. The childminder has an intuitive knowledge of development and an early years qualification. This has a positive impact on the quality of teaching, which overall, is good and ensures children are making rapid progress in readiness for school. Children confidently move around to investigate the activities due to the childminder providing novelty and interest in the environment. Young children become excited as the childminder shows them how to strum the guitar and use drum sticks. Children are then encouraged to try them for themselves. They enjoy making lots of noise as they bang the drum and laugh heartily as they sing and dance to the beat. Babies show great interest in toys with buttons, flaps and simple mechanisms, which they competently operate. They learn that their actions make something happen, such as a light to flash. However, other children have fewer opportunities to explore and operate information and communication technology equipment. Consequently, these children are sometimes not learning as much as they can in this area.

Younger children begin to use new vocabulary because the childminder constantly talks with them about what they are doing. She gives children time to think, to answer a question and to solve problems. For example, children think about how many eyes they need to put on the gingerbread man they make from dough. They decide where the arms and legs need to go and count how many they have on their own body. Consequently, this enables children to use their growing skills and become confident communicators. Children have access to a wide range of books, that they enjoy looking at with the childminder which enhances children's early literacy skills. They learn that they can gain information from some books. For example, they use reference books to look at images and find out facts about various insects. They draw butterflies, spiders and worms, counting their wings and legs, and describing the size and shape. This successfully promotes children's mathematical skills and enables them to express their own ideas. Leading on from this activity, children carefully create a habitat for worms. They fill large containers with soil and add foliage for the worms to eat. Children are fascinated by the trails the worms make as they move around and they examine them more closely using magnifiers. These hands on experiences enable children to learn about natural world and that all creatures need to be handled with care.

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

Children's emotional development is promoted well as they develop secure, trusting relationships with the childminder and each other. The childminder makes sure she finds out about children's preferences and their daily routines by gathering good information from parents. Settling-in procedures are personalised to each child's needs. For example, the number of visits varies for each child until they feel secure and gain a sense of belonging. Furthermore, the childminder encourages parents to bring a selection of each child's favourite toys and comforters from home. This means the move between home and the childminder's home is a positive experience for all children. The childminder knows the children very well, recognising when they are tired or hungry. Children are clearly

comfortable in her nurturing care and this helps to promote their self-esteem and confidence.

Children behave well and have good regard for the needs of others. The childminder is consistent in her approach to managing behaviour and works closely with parents to ensure a consistent approach. She sets clear house rules and boundaries and this develops children's understanding of right and wrong. They respond well to praise for their achievements, which gives them high levels of self-esteem. The childminder organises her home well, ensuring that resources are stored at a low-level in clearly labelled tubs so that children can make independent choices about their play. The broad range of toys and activities are of good quality and age appropriate. These include a range of resources to help children gain awareness of the diverse society in which they live, such as role play, small world and books. Children are actively involved in cultural celebrations during the year that broaden their understanding of the wider world and gain an understanding of similarities and differences through discussions that take place. However, children's understanding of disability is not as strong, as resources that reflect positive images of disability are still being developed.

The childminder makes good use of local venues, such as parks to extend the options for physical play so that children benefit from fresh air and exercise. Children use a range of outdoor resources and learn to ride wheeled toys and play safely on larger equipment. This supports children's overall health and physical well-being. In addition, introducing children to group situations whereby they socialise helps to prepare them for the move to other settings. The childminder encourages children to be active and explore their environment, while teaching them to be safe. They help the childminder tidy up when toys fall on to the floor and she explains why this is necessary. The childminder has a good understanding of health and nutrition for young children. She prides herself on providing well-balanced home-cooked meals and snacks, which are freshly prepared taking into account children's individual dietary needs. Children are encouraged to try new foods, which helps to develop their tastes and extend their knowledge of healthy eating. The childminder is aware of following good food practice. She offers children guidance and support to help them learn sensible hygiene routines to prevent the spread of germs.

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

The childminder gives a high priority to children's safety and well-being. She has a good understanding of the safeguarding and welfare requirements, and the action to take in the event of a concern about a child in her care. All adults living on the premises have completed suitability checks. The childminder's home is safe and secure and written risk assessments are completed for all areas. As a result, children are kept safe from harm. Ratios are consistently maintained to ensure that children receive good quality care. All of the required policies and procedures are in place and these are effectively shared with parents so that they are fully aware of the childminder's role and responsibilities.

The childminder has a good capacity to develop and maintain improvement. Through

Careful monitoring and evaluation she has identified areas for development, such as revamping the garden so that children have an all-weather surface on which to ride wheeled toys. As a result, this enables her to set appropriate targets to improve learning opportunities for all children. The childminder attends short courses to keep her childcare knowledge up to date. Furthermore, she completes online training, reads childcare literature and meets regularly with other childminders to share good practice. This means she provides an increasingly good quality service for children and parents.

Partnerships with parents are good, and it is evident from their feedback that they are very satisfied with the care their children receive. They exchange information each day and have discussions about children's achievements and well-being. Parents are provided with information about their child's ongoing progress, including the progress check at age two years. This ensures continuity of care and learning. The childminder recognises the importance of working in partnerships with external agencies, and other settings children may attend. This ensures children's needs are met, there is continuity in children's care and learning, and children who have additional needs are supported successfully.

### **The Childcare Register**

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>
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## 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>	EY466524
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	936589
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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