

Inspection date	03/03/2014
Previous inspection date	28/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The relationship between the childminder and children is strong, and children are settled and happy.
- Children are kept safe because the childminder is knowledgeable about safeguarding issues and understands what to do in the event of a child protection concern.

It is not yet good because

- The childminder does not exploit opportunities to help children learn how to keep themselves safe in the event of an emergency by practising fire drills with them.
- Assessment of children's learning and development is not used with full effect to plan for next steps in learning in order to ensure that all children make as much progress as they can.
- Resources are limited and do not represent all seven areas of learning and development, to enhance children's learning experiences.
- Monitoring and self-evaluation is not fully effective in identifying strengths and areas for improvement to further support children's ongoing care and learning.
- The childminder does not gather information from parents about children's interests and prior learning to inform her planning.

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 discussed with the childminder how they intend to deliver the educational programmes for children.
- The inspector looked at policies and documents the childminder will use when caring for children.
- The inspector looked at documents and discussed issues relating to the management of safeguarding children within her care.
- The inspector looked around the areas of the home that are used during childminding hours.
- The inspector discussed self-evaluation as a way of identifying improvement for future development of practice

Inspector

Tracey Hobbs

Full report

Information about the setting

The childminder was registered in 1998. She lives with her husband and two children aged 13 and 17 years in the village of Anstey which is situated to the north of Leicester. All of the childminders house, except the main bedroom on the first floor, is used for childminding and there is a fully enclosed garden for outside play. She is currently minding seven children of whom two in the early years age group. The provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- extend the arrangements for planning activities to support children's future learning, for example, by enabling parents to share information about children's interests so that these best inform all activities
- make sure that effective assessment of what children know and can do is used consistently and effectively to plan for the next steps in their learning, includes sufficient resources across the seven areas of learning and helps children to make the best possible progress in their learning and development.

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

- extend opportunities to help children learn how to keep themselves safe, such as by practicing the emergency evacuation plan
- develop the use of self-evaluation to highlight areas for improvement and to assess the impact these have on children's care and learning.

Inspection judgements

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

The childminder has developing knowledge and understanding of how children learn through play. She has developed a 'child's learning journal' to use with new children to her setting which contains examples of forms that will be used to monitor children's progress. This journal demonstrates that the childminder has a sufficient grasp of children's learning and has a reasonable understanding of how to teach children. However, she has not implemented an effective system of planning, observation or assessment and as a result,

the children's progress and learning is not consistent, as activities do not always match individual children's needs or provide sufficient challenge. Consequently, children make steady rather than good progress. The range of toys and activities provided by the childminder is not always sufficient to promote the prime and specific areas of learning. Toys are limited and rather uninviting. They are not well organised and just generally stored together in one basket and, therefore, provide limited opportunities for children to make choices in their play. The childminder compensates for the lack of a suitable outdoor space by taking the children out for a walk or to the local park.

Children readily join in conversations with the childminder, developing communication and language skills. The childminder supports children's learning by introducing new words into their play to develop their understanding, encourage listening skills and to assess their ability to follow simple instructions. For example, when a child is struggling to fit the final piece in the train track, she suggests they wiggle the piece of track down a bit to help it to fit into the space. The child does this and it fits. The child is very pleased and remains on task again. Children have access to materials to make marks and learn early writing skills. The childminder takes the children to the local children's groups, where they have the opportunity to socialise with the wider community and have access to arts and craft activities.

The childminder shares information regarding the children's day with parents verbally during drop off and collection times. The children are learning the basic skills to support their move to school, as the childminder visits a childminding group and other local children's groups. Consequently, children are being exposed to a variety of different learning environments. The childminder has knowledge of the progress check at age two. This check will be shared with parents and identify children's strengths and any areas where a child's progress is less than expected so that a targeted plan can be put into place, if necessary. The childminder does not gather sufficient information from parents about their children's interest or prior learning so she can build upon these in her planning.

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

Children have a close relationship with the childminder. They readily go to her for reassurance when they are upset. As a result, their emotional well-being is supported effectively because the childminder knows the children well and spends time playing with them and engaging in their chosen activities. Toys are displayed at a low-level enabling children to make independent choices. They develop good self-care skills, for example, they learn to wipe their own noses and put on their shoes or boots. The childminder encourages younger children to become as independent as possible in managing their own care needs. The childminder supports children in developing an adequate understanding of the importance of physical exercise and being healthy by taking children regularly to play at their local park and taking them for walks around the area.

Children behave well and are encouraged to have good manners, demonstrating an understanding of the set boundaries and expectations within the home. They respond positively to guidance from the childminder as she values their efforts and praises their

good behaviour. Children are encouraged to say 'please' and 'thank you' and their efforts are acknowledged. The childminder identifies the importance of positive reinforcement as a strategy for managing children's behaviour in order to boost children's self-esteem.

Currently, parents provide their children's lunch, which the childminder supports by offering a snack mid-morning and afternoon. Admission information obtained from parents enables the childminder to address individual care needs effectively. Information on the childminder's practice with regard to safety, illness and accidents is shared with parents. Appropriate procedures are followed with regard to children's illness and accidents.

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

The childminder has a satisfactory understanding of how to protect the children in her care. For example, she is well aware of her local procedures for child protection and knows who to contact should she have a safeguarding concern. A written policy is shared with parents so that they are clear of the childminder's responsibilities in keeping children safe from harm. Risk assessment records are available and reviewed regularly to ensure children can play in safety. The childminder has devised an emergency evacuation plan that details what to do in the event of a fire. However, she has not practised this with the children to help them learn how to keep themselves safe in an emergency. The childminder has a good range of written policies and procedures in place. For example, she has devised a behavioural management policy and a complaints procedure. These policies and procedures are successfully shared with parents. Required documentation is kept up-to-date and in order.

The childminder understands the importance of continuous professional development and has attended training, including observation and assessment. In addition, she shares good practice with the local authority early years adviser and welcomes their advice and support. This helps her to monitor her provision and keep up-to-date with current practice. However, the childminder has failed to implement the information and advice gained. As a result, children are not provided with good quality learning experiences. The childminder carries out some self-evaluation to reflect on the quality of her provision, but this is not entirely effective in identifying priorities for development. Nevertheless, she is developing ways to support children's physical development by changing and improving the outside play space so that it is suitable for the children to use.

The childminder is developing positive relationships with parents in order to support their children's continuing care and learning. She regularly talks to parents about their child's care and learning. As a result, parents are kept informed about their child's day. The childminder is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning.

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	225447
Local authority	Leicestershire
Inspection number	818285
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28/04/2009
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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