

Inspection date

Previous inspection date

17/03/2014

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

- Children are comfortable and at ease in the childminder's care due to her kind and caring nature, which helps them to settle well in her home.
- The childminder has a good understanding of how children learn and teaches them well through positive interactions, during fun and interesting activities.
- Positive, friendly relationships with parents have formed. A good exchange of information takes place through daily diaries, which ensures children's continuing needs are well met.
- Children are safeguarded well as the childminder has a good knowledge of how to protect them and the correct procedures to follow.
- The childminder is proactive and shows a strong commitment to continuing her professional development through well-targeted areas for improvement and ongoing training.

It is not yet outstanding because

- There are less opportunities for children to develop their imaginative and sensory play using real life resources.
- There is scope to improve the resources available to support children's understanding of ethnicity and other cultures and beliefs.

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 playroom and lounge.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, the childminder's self-evaluation documents, the register of attendance and a range of other documentation.
- The inspector checked evidence of suitability for the childminder and other adults living at the premises.

Inspector

Carly Mooney

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 partner and child aged two years in Ryhall, Rutland. The whole of the ground floor and the rear garden are used for childminding. The family has a pet dog and two cats. The childminder attends a toddler group and she visits the park on a regular basis. There is currently one child on roll, whom is in the early years age group and attends on a part time basis. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. She is a member of 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:

- enhance children's imaginary and sensory skills by introducing real life resources into their play
- enhance children's awareness of ethnicity, religion and culture through developing the resources available in their play.

Inspection judgements

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

The childminder demonstrates a secure understanding of how children learn and her teaching is good. For example, the childminder embraces children's love of books. Children choose a favourite book and approach the childminder to read a story. She engages their interest as she show's them pictures and asks open questions using skilful storytelling techniques and a fun and imaginative voice. The story introduces simple rhyming words and the childminder repeats words for reinforcement and extends children's vocabulary. Activities are supported well, with clear guidance and direct conversation from the childminder so that children know what is happening and why. She is sensitive to when children are happy to play by themselves but remains close by to support play when needed, such as in small word play with cars and the garage. Children enjoy role play, engaging well with the childminder's daughter while playing with babies and pushchairs. However, there is less opportunity for children to further enhance their imaginary and sensory skills through using real life resources, such as vegetables and familiar food packets, as props to support their play.

Children's learning is also enhanced away from the setting, as they visit local children's groups to socialise with their peers and engage in a variety of arts and craft activities. The local park is visited regularly, where children are provided with good physical challenge for

their age, as they climb steps up to the slide and play on the swings. The childminder is knowledgeable about the backgrounds of the children that attend and is mindful of their own customs and religions. She has plans to teach children about the customs and traditions of others through planned activities. However, there is scope to improve the general resources available to children that help them gain an understanding about the diverse society in which they live.

The childminder has made a good start with her systems for recording children's achievements and keeps a variety of photographs and observations of the activities children enjoy. These link closely to the seven areas of learning and next steps are clearly devised from the childminder's current knowledge of the child. Tracking systems are in place which ensure children make progress from their starting points and are well prepared for their next stage of development, such as starting school. Parents are aware of children's learning journals and receive both written and verbal information on a daily basis about the activities they have participated in. The communication books are used well by parents to share information about children's time at home and this information is used effectively by the childminder to support children's assessments of their learning.

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

Children are happy and settled in the welcoming environment, where the childminder is attentive to their individual needs. Despite only attending for a short time, secure emotional attachments have formed, as children approach the childminder with ease and enjoy lots of cuddles. Her home is welcoming and space is organised effectively so that children can play, eat and rest comfortably. A designated playroom provides a stimulating learning environment, where children have independent access to a variety of quality toys and resources. The childminder helps children to settle by ensuring she gathers relevant information from parents so that she has a clear understanding of their individual care routines and interests. Children attend other settings and the childminder has clear systems in place for sharing information to promote children's well-being and ensure that learning needs are met.

Children behave well. The childminder provides clear guidance in helping children to learn appropriate social skills, such as sharing and turn taking during play, which are vital in preparation for school. Children respond well to the calm and pleasant manner in which she speaks to them. They welcome the childminder's praise and encouragement during activities, such as 'beautiful singing', when they independently sing songs they know and enjoy during their play. This helps to instil confidence and self-esteem and feel emotionally secure within the setting because they know the childminder is interested in what they do and say.

The childminder promotes a healthy lifestyle within her setting. A good range of healthy snacks and homemade meals meets children's nutritional needs and they have constant access to their own drink throughout the day. Children spend quality time in the fresh air either in the childminder's garden or on walks in the village. The childminder gently guides young children in developing their own self-care skills, such as washing their hands independently before eating and dressing themselves for outdoor play. Children's safety is

a priority both within the home and on outings and they are well supervised by the childminder as they move around the home. She also encourages children to be active and explore their environment, while teaching them to be safe. For example, children are encouraged to tidy away toys when they have finished playing with them because the childminder explains they may trip over them and hurt themselves.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and has an informative range of policies and procedures in place to support children's well-being. She is aware of the procedures to follow in the event of a concern and has completed suitable child protection training to improve her knowledge and understanding of how to protect children in her care. Suitability checks are carried out on adults within the home and children are never left alone with people who are not vetted. The childminder's home is secure and well maintained. Children are kept safe and protected from harm, as areas the children use both in the home and on outings are monitored through risk assessments on a daily basis. Documentation is organised and maintained to a good standard, which effectively supports children's safety and welfare.

The childminder has a secure knowledge of the learning and development requirements and a good overview of the curriculum, which ensures that children participate in a good range of experiences. Although the childminder has only been childminding for a short time, she has already begun to monitor children's progress by determining their starting points. She uses appropriate guidance to plan suitable next steps that provide challenge in their learning and ensures they make good progress. The childminder has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice. Systems to evaluate her services have been introduced and she gathers feedback from parents about the care and learning she offers. Since registration the childminder has attended training in health and safety and has identified speech and language training as an area she would like to develop to further support her practice and benefit the children in her care.

Relationships with parents are positive and provide a good contribution to meeting children's needs. Parents input is valued and used well by the childminder to support children's needs and well-being when in her care. Parents speak positively about the childminder and her practice in written feedback, commenting that the childminder provides a 'safe and quality environment with interesting and varied activities'. Overall, children enjoy their time in the childminder's company, where they engage in a good variety of activities that support their learning well.

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	EY464595
Local authority	Rutland
Inspection number	936578
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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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