

Inspection date

Previous inspection date

25/03/2014

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 benefit from the able skills of the childminder, who has an accurate understanding of how children learn, effectively engaging and encouraging them.
- Children form strong relationships with the childminder, who is warm and caring. Consequently, children are confident and happy in her care.
- The childminder has formed strong partnerships with parents. She keeps them well informed through daily discussions and the sharing of development records.
- A strong emphasis is given to keeping children safe and healthy. The childminder maintains a comprehensive range of policies, procedures and records that underpin her practice.

It is not yet outstanding because

- There is scope to strengthen partnerships with local nurseries and schools which the children will attend in the future, to ensure all information about them is communicated effectively and in a timely manner.

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 at appropriate times throughout the inspection.
- The inspector looked at evidence of suitability and qualifications of the childminder and her self-evaluation and improvement plan.
- The inspector looked at children's assessment records and learning journeys, planning documentation and a selection of policies 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

Julie Dale

Full report

Information about the setting

The childminder registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her fiancé and child aged three years in Thurmaston near Leicester. The whole of the house is used for childminding. There is a garden for outdoor play.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. She holds a qualification at level 3 in childcare and education. The childminder is a member of the Professional Association for Children and Early Years and the local childminding network.

What the setting needs to do to improve further

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

- increase opportunities to strengthen links with local nurseries and schools to provide a complete picture of the children's learning, progress and development needs as they move on to other settings.

Inspection judgements

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

Children make good progress in their development because the childminder is attentive and supportive. She has a good knowledge of how children learn and provides a wide range of activities both within the home and outside. Children have an individual learning journal that details their starting points, ongoing progress and next steps. The childminder uses this information well to successfully plan a balance of activities and learning opportunities reflective of individual children. Teaching is good and children enjoy a balance of adult-led and child-initiated activities. They show their enjoyment as the childminder leads a dressing up activity, laughing as they try on different types of hats and costumes, and concentrate when she sits alongside them as they complete a matching game of their choosing. She asks open-ended questions and introduces new vocabulary, without distracting from the task in hand. In addition, she also responds to young children's attempts to make conversation, supporting them to develop their thinking. Therefore, children make good progress according to their starting points.

Young children show their delight in exploring simple manmade equipment, promoting their awareness of technology. They press and push buttons, turn equipment on and off and successfully post different shape blocks through the correct hole. Children also have opportunities to investigate and explore natural materials and objects within the home

using treasure baskets and large cardboard boxes which they turn into trains to visit the seaside and a bus to visit the supermarket. This enhances children's understanding of the wider world and nature. The childminder and children regularly visit local amenities, including the park and local shops. The children are encouraged to post letters and parcels to each other, which they delight in receiving at the setting later in the week. The childminder and children readily explore a range of festivals together. This helps children to begin to be aware of different faiths and cultures. Children have easy access to books and look at these independently or with the childminder, and together they sing familiar songs and rhymes.

The childminder encourages children to choose what they want to do and they have access to a good range of resources, both inside and outdoors. Through practical activities children develop an awareness of number, shape and colour. For example, they look at the shapes of the hats in the dressing up box and compare their sizes. The childminder introduces words, such as 'big' and 'small', to describe them. Together with the childminder, the children talk about the weather and key times of the day, for example, lunchtime and home time. This helps children to develop the key skills needed for their future learning in readiness for school. Children are developing their physical skills well as they regularly go for walks in the community and visit the local park near the childminder's home. In addition, they also have access to the childminder's garden, where they can use an increasing range of toys and resources.

The arrangements for updating parents about their children's progress and involving them in their learning are successful. This results in children making good progress in their learning as a consequence of a shared and consistent approach. Parents are regularly invited to share information, discuss development summaries and contribute to children's individual learning journals.

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

Children are cared for in a homely and welcoming environment. The calm atmosphere supports children's learning and they have close and positive relationships with the childminder. Children are familiar with the routines and are confident and secure in the environment. The childminder works closely with parents and takes care to ensure that she finds out all of the relevant information about children's individual routines and care needs. She spends time getting to know the children and sessions are agreed and reflective of individual children. This supports strong bonds and transition from their home to the setting. Children are active or restful through choice, and young children sleep in line with their individual needs and how they feel most comfortable. Children behave well and the childminder has realistic expectations of them. She consistently acknowledges children's positive behaviour and considers her responses, so that they are reflective of individual needs and levels of understanding. She ensures that she is a positive role model and is calm and sensitive in her approach. In addition, children show care and consideration for each other. For example, young children happily share toys and equipment, the older children helping the younger children to join in their games. The childminder provides further opportunities to support children's personal, social and emotional development through everyday routines and activities. For example, she attends

community network groups with the children on a regular basis, providing opportunities for them to meet and play alongside their peers in different surroundings.

Children are actively encouraged to develop healthy lifestyles and enjoy outdoor play on a regular basis. They have easy access to the childminder's garden and also visit the local parks and recreational areas. This contributes to their physical development and learning about healthy lifestyles. In addition, young children are supported in learning how to take managed risks and keep themselves safe. For example, with support from the childminder they consider road safety when out walking. The childminder ensures she follows good hygiene procedures and encourages children to do the same. Young children show a developing awareness of their own self-care when they recognise when they are hungry and thirsty, helping themselves to drinks and vocalising their wants to the childminder. The childminder works with parents in order to agree arrangements for providing meals and to discuss any individual dietary requirements. Children sit with the childminder at lunchtime, enjoying the social occasion of eating together. Young children feed themselves with ease, which means that their self-help skills are appropriately promoted and they begin to gain the skills to support their next stage in learning, such as moving on to nursery and school.

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

Children stay safe as the childminder has a good understanding of her responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has attended first aid and safeguarding training and has a secure understanding of child protection issues. She is confident in what to do should she have concerns about a child in her care and how to deal with accidents. These measures help to protect children. All the necessary checks have been completed to confirm that all adults in the home are suitable to be in regular contact with children. In addition, clear procedures for managing and checking visitors are in place. The childminder closely supervises the children. Safety within the home and garden and on outings is effectively promoted as the childminder carries out daily visual checks and maintains detailed risk assessments. Documentation and records are well organised and reviewed regularly. This includes systems for recording information about children's specific needs. Careful consideration is taken by the childminder to ensure the resources are well suited to the learning needs of the children who attend the setting.

The childminder demonstrates a strong commitment to her role and to provide a good service to children and their parents. She has completed mandatory and additional training which has given her a good understanding of her responsibilities to meet the care and learning needs of children. She shows a strong commitment to ongoing improvement. For example, self-evaluation is used effectively and is reviewed and updated to reflect changes that have been made, and is also used to highlight further ideas for development. All parents and children are actively encouraged to contribute their thoughts and comments, which the childminder ensures she values and acts upon.

The childminder has developed positive relationships with parents. She ensures that they

are kept informed about their child's care and activities that they have participated in. They are encouraged to share what they know about their child when they first start to attend so that the childminder is able to meet their needs and help them settle quickly. Their views are obtained through discussion and questionnaires. The childminder takes on board any comments and uses them to inform and improve her service. She has worked hard to forge positive relationships with other providers. However, this is still in its infancy as only one of the children in her care attends another setting at this time. However, she is eager to develop relationships with the local schools and nurseries to ensure that children receive a shared and consistent approach towards their care and 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	EY453762
Local authority	Leicestershire
Inspection number	918041
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
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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