

Inspection date	31/03/2014
Previous inspection date	27/04/2009

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, the childminder promotes and fosters children's independence at every opportunity. Children are settled and happy in her care.
- Children are kept safe because the childminder has knowledge regarding safeguarding issues and understands who to contact in the event of a child protection concern.

It is not yet good because

- Children's ongoing learning is less well supported because the planning, observation and assessments are not yet fully developed to shape future learning or identify areas for development.
- There is scope to enhance children's literacy skills by developing a more print rich environment.
- Systems to gather and exchange relevant information with children's parents and other early years providers are not fully embedded to ensure continuity of care and learning.

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 the provision with the childminder.
- The inspector looked at policies and a selection of documents.
- The inspector looked around the areas of the home that are used for childminding.
- The inspector discussed the childminder's plans for improvement.

Inspector

Tracey Hobbs

Full report

Information about the setting

The childminder was registered in 2002. She lives with her husband in a residential area of Leicester in Leicestershire. There are shops and schools within easy walking distance. The premises are easily accessible and the whole of the ground floor and upstairs bathroom are used for childminding. There is a fully enclosed garden available for outside play. Children regularly attend local carer and toddler groups. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She offers care from Monday to Friday, all year round. There are nine children on roll, four of whom are within the early years age group and attend on a part-time basis. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- implement effective arrangements to observe and assess children's progress and use this information to plan and provide a broad range of experiences that promote their development in each of the areas of learning and meet their individual needs.

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

- improve the arrangements to share information about children's development with parents and other providers they attend, in order to promote a more consistent approach to children's care and learning.
- build on opportunities for children to develop their literacy skills, for example, by providing an environment rich in print, both inside and outdoors

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 uses a learning journal that includes a variety of information, such as photographs of children at play. However, the childminder's planning, observation and assessment arrangements are not rigorous enough to identify what children can do, or the next steps in their learning. As a consequence, activities do not always provide enough challenge and do not stem from children's individual needs or interests. This means that children make no better than satisfactory progress in their learning and development.

The range of toys and activities provided by the childminder is not always matched to individual children's needs, interests or learning styles. This means that the prime and specific areas of learning are not always promoted effectively. For example, children are not always provided with good-quality opportunities to develop their physical skills by using large play equipment outdoors. However, children readily join in conversations with the childminder, developing communication and language skills. Children have access to writing materials to develop early writing skills. The childminder takes children to the local children's groups, where they have the opportunity to socialise with the wider community and take part in arts and craft activities.

The childminder shares information regarding the children's day with parents verbally during drop-off and collection times. Children gain some skills in preparation for the move on to school, as the childminder visits a childminding group and other local children's groups to help them to become confident in a variety of learning environments. The childminder has knowledge of the 'progress check at age two'. She is suitably aware that this must be shared with parents and used to identify where a child's progress is less than expected, so that intervention can be made and a targeted plan put into place to close the gaps in children's learning and development.

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

Children have a close relationship with the childminder. They eagerly go to her for reassurance when they are upset. As a result, children's emotional well-being is effectively supported. The childminder takes the time to get to know children well and spends her time engaging with them in their chosen activities. Resources and toys are displayed appropriately and are placed at low-level, enabling children to make independent choices. However, they are not labelled with words or pictures to enhance children's knowledge and understanding that written word carries meaning, or to help them quickly identify what is available for them to choose from. Weaknesses in the observation, assessment and planning arrangements mean that activities are not consistently tailored to match children's stage of development, so their personal, social, emotional and physical development is not as good as it should be. Children develop some self-care skills. For example, they learn to put on their shoes and coats, use the bathroom facilities unaided and the childminder encourages them to help tidy away their toys and prepare the tables for them to use at lunchtime. The childminder encourages the youngest children to become as independent as possible in managing their own care needs. For example, she asks them to try and open their own food packages during lunchtimes and allows enough time for children to practice putting on and fastening their own coats. The childminder uses encouraging language, non-verbal communication and positive praise when children achieve the task. This boosts their self-esteem and confidence.

The childminder adequately supports children to develop some understanding of the importance of physical exercise and being healthy. She takes children to play at the local park, which provides some opportunities for children to develop their physical skills and enjoy the fresh air.

Children behave well while in the childminder's care. This is because she promotes good manners, for example, by asking the children to say please and thank you to each other. Children develop some understanding of dangers and how to stay safe without being fearful. For example, the childminder teaches children how to cross the road safely when they are out in the local community. The childminder also supports less confident children to take appropriate risks on larger play equipment in the park to develop their confidence and self-esteem. The childminder is aware of the importance of preparing children for their move on to school, but has not extended the links she has with other providers to include the sharing of information about children's progress, in order to promote consistency in their learning experiences.

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

The childminder has a satisfactory understanding of how to protect children in her care. For example, she is aware of the local procedures for child protection and who to contact should she have a concern about a child. A written safeguarding policy is in place, which includes relevant contact numbers. This policy is shared with parents so that they are clear of the childminders responsibilities in keeping children safe from harm. The childminder carries out written risk assessments of her premises and for outings. These are reviewed regularly and are made available to parents.

The childminder has a range of written policies and procedures in place. For example, the childminder has devised an emergency evacuation procedure. These policies and procedures are shared with parents during the initial visits. The childminder appreciates and understands the importance of continuous professional development and has attended relevant training, including a course on observation and assessment. In addition, she shares good practice with other local childminders and welcomes their support. The childminder receives regular updates via email from the city's early year's department. This helps her to keep up to date with current practice. However, the monitoring of the educational programmes is not sufficiently robust to identify when activities and experiences are not sufficiently well-planned and organised to maximise children's learning and development. Documentation is kept up to date and in order, which underpins her practice.

The childminder has developed positive relationships with parents to support their children's continuing care and learning. The childminder regularly shares information with parents about children's day when parents drop off or collect their child. Parents also have the opportunity to contribute information to their child's learning journal at the end of each term. As a result, parents are kept informed to some extent about their child's experiences and progress. However, the links with other providers are not sufficiently well-established to ensure that information about children's progress is regularly shared. The childminder has a written self-evaluation document and reflects on her practice by seeking the views of parents.

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	EY136591
Local authority	Leicester City
Inspection number	877330
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	27/04/2009
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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