

### Inspection date

08/04/2014

Previous inspection date

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 develops warm and close relationships with children and implements familiar routines with care and affection. Consequently, children are effectively supported with the transition into the home and are happy, confident and relaxed.
- The childminder has a good knowledge of how children learn and makes best use of the available space and resources. She regularly observes children and precise assessment and planning for each child ensures they make good progress in their learning and development.
- The childminder pays high regard to children's safety within and outside of her home through the effective use of risk assessments and her secure knowledge of safeguarding children.
- The childminder has forged strong partnerships with parents. She keeps them well informed through daily discussions and the sharing of development records.

#### It is not yet outstanding because

- There is scope to develop partnerships with other settings where children attend in order to promote a shared and consistent approach to children's learning and development.

## 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 suitable times throughout the inspection and observed the childminder engage in activities with the children indoors and outside.
- The inspector looked at evidence of suitability and qualifications of the childminder.
- The inspector looked at children's assessment records, self-evaluation, planning and learning journeys, and a selection of policies and children's records.
- The inspector also took account of the views of parents through the childminder's own parent survey.

## Inspector

Claire Jenner

## 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 four children aged 14 years, 13 years, 10 years and eight years. The whole of the house is used for childminding. The family has a pet dog and rabbits.

The childminder attends a toddler group and activities at the local library. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Children 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:

- build on relationships and communication with other providers of the Early Years Foundation Stage that children attend in order to promote further consistency in their care and learning.

## Inspection judgements

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

The childminder is attentive and supportive of the children that attend her setting. She has a very good knowledge of their individual interests and how they develop and learn. She makes best use of the available space and resources and provides a good range of activities and experiences, both within and outside of the home. As a result, children make good progress in their development. The childminder maintains detailed and attractively presented individual learning journey records that clearly show children's starting points and next steps in learning. She uses this information very well to successfully plan a balance of activities and learning opportunities reflective of individual children. Interactions between the childminder and children are warm and positive and they show their enjoyment as together they build castles in the sand. The childminder successfully encourages children to have a go themselves, filling the bucket and patting the sand down. Young children show their excited anticipation as the childminder counts '1,2,3' as a countdown to turning over the bucket and creating the castle. The childminder supports children in choosing what they want to do and they have access to a good range of resources and equipment indoors and outdoors. The recent introduction of a 'resources book' containing photographs of equipment and activities has been positive in helping even young children to make choices of what they would like to play with.

The childminder effectively supports children's communication and language development. Together they share favourite books and children listen intently and join in with familiar words from the story. In addition, they regularly visit the local library where they participate in group story times and choose books to borrow and enjoy in their own time at home. In addition, the childminder responds positively to younger children's attempts to make conversation, supporting them to develop their thinking. For example, offering timely responses and introducing new vocabulary. Through practical and planned activities children develop a growing awareness of number and colour. They compare the size and shape of play dough balls and count how many they have made. This promotes the key skills children need for their future learning in their readiness for school. Children show a growing interest and awareness of the wider world. They initiate a game of 'hide and seek' with a play dough ball and pot. They show their curiosity, stopping to look at pictures of mini beasts on the garden fence. Children have good opportunities to use their imagination and be creative. They sing and dance to music and engage in role play and use small world toys that reflect familiar experiences. Children are developing their physical skills well as they regularly go for walks in the community and visit the local park and soft play areas near the childminder's home. In addition, they 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 effective. This results in children making good progress in their learning as a consequence of a shared and consistent approach. Parents are invited to share information, discuss development summaries and contribute to children's individual learning journals. The childminder is minding children who are aged two years, and is fully aware of the requirement to complete the progress check at age two. She has worked with parents and completed the necessary reports in the required time frame.

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

Children build strong bonds with the childminder and interact with her with confidence and affection. She provides a welcoming family home and children are comfortable and confident in the environment. The childminder agrees flexible settling-in routines with parents which are reflective of individual children's needs. She works closely with parents and ensures that she finds out all of the necessary information that she requires in order to meet the individual needs of the children. For example, she is aware of when young children are tired and ready for sleep. She ensures that their favourite comforters are readily available and sits with them until they are fully settled. This helps children to feel secure and supports a smooth transition from their home to hers. The childminder is building relationships with other providers where children attend, for example, the local pre-school. However, these arrangements are informal and inconsistent, and although information is shared for the current children, they do not consider how this can be implemented across a range of settings or for different children to promote consistency in their care and learning as they move from one setting to the next.

Children are encouraged to develop healthy lifestyles and enjoy outdoor play on a daily basis. They make full use of the childminder's garden and regularly visit local parks,

recreational and soft play areas in the local community. As a result, children reap the benefits of being in the fresh air and regular exercise which contributes to their physical development. Children are supported in learning how to keep themselves safe. For example, when navigating the garden steps or road safety on the walk to and from school. Children are supported in learning about the importance of a healthy diet through the provision of a range of meals and snacks. Menu plans not only reflect children's favourites but also introduce new foods to enable children to explore new tastes and textures. The childminder encourages children to do things for themselves and to have a go. For example, a young child finds his wellington boots ready to play outside and the childminder steps back and gives him time to put them on himself. This successfully contributes to children's personal, social and emotional development and the skills needed for their next stage in learning.

Behaviour is good and the childminder has clear and realistic expectations of children. She consistently acknowledges children's positive actions and considers her responses so that they are reflective of individual needs and levels of understanding. She ensures she is a good role model and is calm and sensitive in her approach. Clear and consistent routines help children to know what is expected of them. The childminder provides further opportunities to support children's personal, social and emotional development through everyday routines and activities. For example, she attends community groups with the children on a regular basis, providing opportunities for them to meet and play alongside their peers in different surroundings.

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

The childminder provides a welcoming family environment for children and their welfare, care and safety are effectively promoted. This is because the childminder has taken positive steps to minimise potential hazards and keep children safe. She maintains detailed risk assessments which are constantly reviewed and updated to reflect any changes. She carries out daily visual checks of her home and garden prior to the children arriving each day. She remains vigilant and ensures children are closely supervised at all times. The childminder has attended first aid and safeguarding training. She has a secure knowledge and understanding of child protection issues and a commitment to report any concerns to the relevant agencies. The childminder has prepared a detailed safeguarding policy, which she shares with all parents. All the necessary suitability checks are completed for all adults living at her home. These procedures help to protect children. All the necessary documents and records are well organised and reviewed regularly. This includes systems for recording information about children's specific needs and the necessary parental consents.

This is the childminder's first inspection since registration and she has made a strong start to her new role. She has successfully transferred her skills learnt from her experiences of working with children in schools. She attends local support groups and local authority training workshops and keeps up to date with relevant guidance. She demonstrates a strong commitment to her role and to ongoing improvement. The childminder has completed a self-evaluation which has enabled her to identify strengths and weaknesses

formulating an action plan. In addition, she has invited parents to share their thoughts and comments in order to gain their views and contribute to ongoing developments.

The childminder establishes good relationships with parents and shares detailed information about children's daily care, routines and activities. This is presented both verbally and in writing in individual diaries. In addition, parents have easy access to children's individual learning journals which contain detailed observations and annotated photographs showing what children have done and achieved. The childminder has taken a great deal of time and care completing these so that they not only contain detailed information but are also inviting to the reader. As a result, a two-way flow of information is maintained and parents are kept well informed of their children's progress. Parents 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, plan the environment and help them settle quickly. The childminder has begun to forge positive relationships with other providers but there is scope to develop these in order to promote continuity of care to support children's overall development and progress.

### **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

<b>Unique reference number</b>	EY468888
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	940178
<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>	6
<b>Number of children on roll</b>	3
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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