

Inspection date	09/06/2014
Previous inspection date	18/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 knows and understands the children very well and plans experiences that embrace their uniqueness. Consequently, children make good progress in their learning and development.
- The childminder works effectively with parents and other providers, which ensures that everyone works together to support the individual learning and care needs of the children.
- The childminder provides a good range of resources, enabling children to participate in a wide range of experiences within her home and the outdoors.
- The childminder provides a safe and secure environment for the children and understands her responsibilities to safeguard them. Therefore, children are kept safe.

It is not yet outstanding because

- Open-ended resources, such as fabrics, boxes and bags, are not always available to promote exploration in different ways.
- Children do not have easy access to books to support their growing independence and allow them to make choices.

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 children's play within the indoor environment.
- The inspector continually conducted joint observations with the childminder throughout the inspection.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reference letters and parents spoken to during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder and looked at a selection of policies, observation and planning documents, children's records and the childminder's self-evaluation.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 12 years, eight years and three years. The ground floor of the childminder's home and the garden is used for childminding. The childminder attends a toddler group and activities at the local library. She visits the park on a regular basis and collects children from local schools. There are currently seven children on roll; four of whom are in the early years age group and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- increase the range of accessible open-ended resources, such as fabrics, boxes and bags, in order to encourage children to play and explore in different ways
- improve access to the book shelves so that children can make independent choices of which books they would like to read and when they would like to read them.

Inspection judgements

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

Children are happy and very settled playing in the childminder's home and alongside her own children. The childminder knows which their favourite toys and activities are and sets them out ready for their arrival, which entices them to explore and learn. She readily engages in their play and continually talks alongside them. She observes the children, assessing their development and identifying their next stage in development, continually thinking what she will plan next for children. Consequently, children are beginning to acquire the basic skills in the prime areas of learning that prepare them for the next stage in their learning. These achievements are shared with parents, so that they can be involved in their children's learning and development. Parents value this information and say the childminder offers the children, 'a continually stimulating environment' and 'my child has progressed and her learning is growing all due to the childminder's input in her life'. Children feel secure and seek out support from the childminder. For example, they go to colour pictures and the childminder responds by making sure they climb onto the chair safely and she talks about the pictures they may like to colour as a celebration for Father's Day. Children join in by telling the childminder about the colours of their felt tip pens and how their daddy likes to watch football on the television. The childminder's caring nature creates a warm, welcoming environment where children can play and learn.

There are a wide range of resources stored in all areas of the indoor environment and the three outdoor areas within the garden, which support all the characteristics of effective learning. However, the range does not routinely include open-ended resources, which children can use, move and combine in a variety of ways. This means opportunities for them to play and explore imaginatively are less well promoted. Children can select their own toys as they are stored for their independent access in a variety of ways. However, there is scope to enhance opportunities for children to independently choose story books to read, as access to the book shelf needs the childminder's support. Children have many opportunities to play outdoors in a variety of areas in the garden. The childminder recognises that some children clearly thrive in the opportunity to learn outdoors and ensures they have daily opportunities to do so. Learning and development are enhanced by visits into the community, such as toddler activities, the local library to borrow books, a childminder group and a local park where the children enjoy the fast slide. All of these experiences support children's learning and development and give children opportunities to play and learn with a wider group of children.

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

Children form appropriate bonds and emotional attachments with the childminder. She knows the families very well and in many instances she has minded children's older brothers and sisters. The warm welcome that is extended to children and their parents each day provides children with an easy move from their care. Parents say their children ask, 'am I going to the childminder today? I want to go and play'. On arrival at the childminder's home, parents see information displayed on a noticeboard, which includes a timetable of weekly activities. The childminder gathers comprehensive information on each child's individual needs when they first start, which enables her to promote the inclusion of all children. She works closely with parents to ensure a constant exchange of information, which she uses to meet their children's needs. Routines, including food eaten and toileting issues as well as activities and 'wow' moments are written in the daily diary. Any information from school is also included so that all parties work together for the best outcome for the children. Children show confidence and are happy and settled in their surroundings, even when they have not been for several days following weekends. They quickly choose where they want to play and the childminder responds to their needs and interests. Sometimes children just want to relax and be quiet and they find a cosy sofa to lie down on. Checks are made to ensure the environment and resources are safe. Risk assessments are in place and updated appropriately, including those for outings, such as the park and travelling in the car and parents give permission for such outings. The childminder has excellent systems in place for taking the children on a variety of visits to places of interest; children wear badges with important details stored on them and the childminder always carries a well prepared first aid kit. All policies on her practice are shared with parents at registration. The childminder has a fire evacuation plan in place and the children are becoming familiar with what they need to do as they practise this monthly. The childminder supports children to learn about their personal safety. For instance, as they climb down the stairs from the bedroom, she teaches them to do safely with her support. She teaches the children to negotiate steps from the kitchen into the lounge and they walk confidently around the house.

Children play happily with the childminder's own child. For example, they play with an electronic globe and sit together taking turns to press the buttons. They play at doctors together and share equipment to check that the babies' hearts are beating. The childminder offers the children healthy snacks and they enjoy sitting at the low table sharing a plate of apples while drinking their fruit juice. The childminder talks about food that is good for them, which helps them to adopt a healthy lifestyle. The childminder supports children with good hygiene practices, such as washing their hands. They are happy to visit the downstairs bathroom where they are helped to wash their hands, before eating their snack and lunch and after using the toilet. Children's physical development is extremely well promoted and they have daily opportunities to play outdoors in the very well-resourced garden. Sometimes they bounce on the trampoline or practise ball skills as they throw and kick balls into the football net. Others enjoy digging in the sand pit or planting garden tubs with flowers and learning that they need to keep them watered. There are toys for children to ride on, push or pedal and a playhouse to play at home life. A further outdoor area offers low seating and a table where children enjoy activities, such as sitting together chatting, eating their snack and observing seasonal changes in the garden. Children have a sense of belonging as they see a display of photographs of themselves alongside all of the minded children and the childminder's own children. Parents say they are very impressed with the childminder, as she 'offers an excellent service and is great with the children, we thank her for everything she has done'.

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

Leadership and management is good because the childminder has a strong commitment to providing a first-class childcare facility. As an experienced childminder she has built up a network of support with a group of other childminders enabling up-to-date information and good practice to be shared and help improve her childminding service. The childminder has a very good understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. Through observing the children at everyday play, she assesses their skills and strengths and further supports them to make good progress by recognising each child's uniqueness and interests. She is fully committed to up-to-date record keeping. Information about significant learning is captured in children's learning journals, which include written observations of the children, supported by photographs of them playing and learning in a variety of activities and the childminder's plans and ideas for children's next steps in learning. All this information is shared regularly with parents, so they are well informed and can continue their children's learning at home. The childminder identifies her strengths and priorities for improvement through self-evaluation procedures, which provide opportunities for her to evaluate her provision on a regular basis. Since the last inspection and subsequent monitoring visit, the childminder has improved her documentation and now keeps accurate records of children's attendance, which assures their safety. Parents' views are sought and this also contributes to a written action plan for ways forward to improve practice.

Children's health and safety is effectively maintained through the childminder's policies and procedures. For example, she has completed a paediatric first aid course to ensure

children can be treated appropriately in the event of an accident or illness. In addition, the childminder has attended specific training to support children with particular medical needs, such as allergies. She continually risk assesses all areas used for childminding and identifies potential hazards, ensuring children are healthy and safe. For example, the children help mop up water spillages from the floor when they drip water during a pretend tea party and children enthusiastically join in tidying up toys to keep the floor less cluttered. Children are effectively protected from harm as the childminder demonstrates a secure knowledge of her responsibilities with regard to safeguarding children. She has recently completed training on child protection. Detailed information needed to support children's welfare is sought at the time of registration and regularly updated. This includes medical history, information about allergies and known health needs, as well as children's likes and dislikes. Partnership with parents is very strong. The childminder invites and welcomes parents into her home when children arrive and depart, giving opportunities for sharing important information. Daily written diaries are shared including photographs of significant learning. Recent and ongoing training opportunities and partnership working with other professionals, including networking with other childminders, is effective and supports children to make good progress in their all-round development.

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	EY347864
Local authority	Leicester City
Inspection number	966291
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	18/12/2013
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

