

Inspection date	24/06/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- Generally, good partnership with parents ensures that most information is shared so that the childminder can tailor the care she provides to meet children's individual needs.
- Children develop secure attachments with the childminder, which effectively supports their emotional well-being.
- The childminder demonstrates a commitment to continuous improvement in relation to her own professional development, by accessing relevant training.

It is not yet good because

- The quality of the childminder's teaching is variable and is not always sufficiently focussed to fully challenge children in their learning. Therefore, children do not make consistently good progress.
- Children's independence is not always effectively fostered because the childminder completes everyday tasks that children are able to do for themselves.
- There is scope to improve support for children's speech and language development, for example, by considering more carefully when it is appropriate for children to use dummies.
- Opportunities for children to develop their early reading skills are limited.

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 viewed the areas of the premises and garden used for childminding.
- The inspector observed activities in the childminder's house and talked with the childminder and her assistant.
- The inspector talked with the children and carried out a joint observation with childminder.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as provided in reference letters.

Inspector

Ann Lee

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and seven years in a house in Leicester. The whole of the property and the rear garden are used for childminding. The family has a pet dog. The childminder attends a childminding group. She visits the shops and park on a regular basis. She collects children from the local schools. The childminder works with an assistant. There are currently 12 children on roll, six of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- ensure that the quality of teaching is consistent so that all children make good progress from their starting points, by maximising opportunities to fully support and extend their learning.

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

- provide opportunities for children to learn about words as they follow their own interests and initiate their own play, for example, by creating an environment rich in print, using labels, signs and posters
- encourage the correct use of language and support the development of speaking skills, for example, by reviewing young children's use of dummies
- use every day routines to help children develop their independence, for example, by involving them in the preparation and serving of snacks and drinks.

Inspection judgements

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

Children enjoy their time with the childminder. They are provided with a range of resources that cover all areas of learning. The childminder has a satisfactory understanding of the learning and development requirements of the Early Years

Foundation Stage. However, the quality of teaching is inconsistent, which means that children's learning is not always effectively promoted. As a consequence, children are not making consistently good progress. However, the childminder is attentive to children's needs and effectively ensures that their interests are taken into account when planning suitable opportunities for them. For example, knowledge that children love playing with dolls is used as a focus for future learning opportunities. During story time, adults engage children in purposeful dialogue, talking about the shapes in the pictures, such as triangles and rectangles. This helps children to learn mathematical language. Children help themselves to a large range of books, which to some extent encourages their early literacy skills. However, opportunities for children to learn that words carry meaning and to develop their literacy skills further are less frequent, for example, there is little print within the wider environment. Generally children are encouraged to develop their communication skills and learn new vocabulary, but on occasions, some early speaking and listening skills are not effectively supported and extended. For example children are not encouraged to remove dummies from their mouths in order that they can speak clearly. Children's social development is enhanced because the childminder regularly takes them to a toddler group where they can interact with other children.

The childminder discusses with parents what children can already do before they start at the setting. This enables her to establish their starting points. Children's ongoing progress is identified through regular observations, taken while children are at play. These are linked to areas of learning and developmental stages. This helps the childminder to identify the children's next steps in learning, which she uses as a basis for future planning. This also helps the childminder to identify where progress may not be as expected. Where this is the case, early intervention is put into place so that any gaps in children's learning are quickly addressed.

The childminder establishes appropriate partnerships with parents. She ensures that they are kept fully informed of their children's daily routines and care requirements through the use of a home-to-setting diary that is completed every day. Parents complete an information sheet about what their child can do at home. The childminder discusses their children's progress with them each day as they drop off or collect them. This means that the childminder and the parents are suitably informed and that parents are able to guide their children's learning at home.

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

Children develop close relationships with the childminder and her assistant. As a result, children demonstrate that they feel safe, secure and happy in their care. The childminder has an effective settling-in procedure, which is flexible to meet the needs of all children. Parents are invited to attend the setting with their children until they feel confident that they will be happy left on their own for a short period of time. The length of each stay is increased until children are fully settled. Children's home care routines are respected and adhered to whenever possible. However, partnerships with other providers that children attend are not sufficiently robust to ensure that relevant information is shared and children benefit from a joined up approach to their care and learning. The childminder manages behaviour adequately and is a good role model to children. They are reminded to

share and are encouraged to help put away toys and other resources. They are taught good manners through everyday routines. A strategy of positive reinforcement is used, praising children for good behaviour and whenever possible ignoring inappropriate behaviour. Children are taught that there are boundaries within the childminder's home and house rules are displayed for older children. Children are taught to respect and be tolerant of each other, for example, older children take care around younger ones.

Children are encouraged to develop some skills that will prepare them for entering play-school or a school environment. This aids their personal, social and emotional development. For example, they eat all their meals and snacks at the table. However, everyday activities are not always used effectively to help children to practise their independence because the childminder completes routine tasks for them. For example, she prepares their fruit and pours their drinks for them, when they are able to do these things for themselves. Children are able to freely help themselves to a range of resources independently, which means that they can make choices about their play and activities throughout the day. Children are supported to manage risk safely for themselves. For example, they learn how to negotiate the steps to the garden in a way appropriate to their age and stage of development.

The childminder supplies children with nutritious snacks and drinks and encourages parents to provide healthy options in their lunch boxes. The childminder ensures that she is well informed about all medical and dietary needs and manages these effectively in order to keep children healthy. Children are encouraged to enjoy physical exercise and value the positive effective that it has on their bodies. They use the garden most days and frequently go to local parks, where they are able to enjoy playing cricket and other ball games. Equipment and resources are well maintained and are appropriate for the age and stage of development of the children.

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

The childminder has a generally good understanding of her role and responsibilities in meeting the legal requirements of the Early Years Foundation Stage. She organises her policies and procedures to ensure that they cover all areas of the requirements. Accident and medication forms provide a detailed record and are signed by parents. The environment is kept safe and secure as the childminder carries out regular risk assessments. She supervises children well and takes effective safety precautions, such as ensuring that the front door is locked at all times and that areas of the garden considered unsuitable for younger children are securely fenced. As a result, children are kept safe from harm. The childminder has a secure knowledge and understanding of child protection procedures and is clear about all aspects of safeguarding to ensure that children are well protected. A child protection policy and all relevant guidance documents are in place to support the childminder's practice. She effectively cascades all safeguarding information to her assistant and ensures that he remains well informed of all other procedures.

The childminder has worked hard since her last inspection to develop her knowledge of the requirements for the Early Years Foundation Stage. She has completed a local

authority training course to improve her skills, which has enabled her to implement a system for tracking the progress that children are making. Children are not consistently making good progress because the quality of teaching is variable. However, the childminder continues to improve her knowledge and skills in order to improve outcomes for children, demonstrating a clear commitment to ongoing improvement.

The childminder develops positive relationships with parents. Letters received from parents are complimentary about the care and learning provided. She works with parents to help them guide their children's learning at home and makes sure that they are well informed about the events of the day. The childminder has a sound understanding of the need to share relevant information with other professionals involved in children's 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	EY449512
Local authority	Leicester City
Inspection number	965389
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	11
Number of children on roll	12
Name of provider	
Date of previous inspection	07/01/2014
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

