

<b>Inspection date</b>	21/07/2014
Previous inspection date	21/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are motivated to learn because the childminder is skilled at teaching and following children's interests. As a result, children are continually absorbed in purposeful play and make good progress in their learning.
- The childminder demonstrates a good understanding of safeguarding policies and procedures, and understands how to report any concerns about children in her care.
- Children develop secure attachments with the childminder, which effectively supports their emotional well-being.
- The childminder monitors the educational programmes well and demonstrates a positive commitment to improving the service she offers to children.

#### **It is not yet outstanding because**

- Information shared with parents about their child's next steps is not always sharply focused and precise. Therefore, strategies to enable them to support their child's learning at home are sometimes not highly successful.
- The childminder does not always organise resources in a way that enables the youngest children to make independent choices in their play.

## 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 during activities indoors and outdoors.
- The inspector checked evidence of suitability of all members of the household and looked at children's learning journey records and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers from information included in the childminder's own parent survey.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a semi-detached house in a village near Leicester. The childminder uses most of the home and enclosed rear garden for childminding. Toilet facilities are provided on the first floor. She lives with her family and has two children aged 10 and eight years. The family has two cats as pets. She visits the local shops and parks on a regular basis. The childminder takes and collects children from local schools. The childminder currently has seven children on roll. Two are in the early years age group and attend for a variety of sessions and five are school-age children, who attend before and after school and during the school holidays. She is open Monday to Friday, all year round, from 7am to 6pm, except for family holidays and all main bank holidays.

### What the setting needs to do to improve further

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

- share more precise information with parents about children's next steps in learning so they can be fully involved in supporting their children's learning at home
- enhance the organisation of the environment and the range of resources accessible for younger children to further support them in becoming independent learners.

## Inspection judgements

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

Children learn through active play and exploration, both inside and outdoors. For example, children delight when exploring the effects of mixing sand and water together. The childminder supports children's interests by recapping on previous experiences and encouraging them to make connections between their experiences. For example, when children are mixing water and sand together she talks to them about how the mixture of the sand and water is like being at the seaside. Teaching is good because the childminder asks open-ended questions to promote thinking skills and follows children's interests. For example, when children are painting she asks them about what is happening to the colours as they mix the paints together. The childminder supports children's concentration and thinking skills because she joins in with their play and models self-talk as she describes what she is doing. This supports children to think about what they are doing and supports their language skills as they begin to talk about their actions in their play. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

The childminder has a good understanding of how children learn and the quality of teaching is good. Since the last inspection, she has improved her use of observations of children's learning. She now effectively uses information gained from ongoing observations to make an accurate assessment of children's achievements. As a result, she is able to demonstrate a good knowledge of individual children's development. She knows what their interests are and what they need to learn next. This ensures children's learning is matched to their individual needs. In addition, the childminder is able to plan and provide activities that promote their development, offer challenge and which children enjoy.

The childminder has good partnerships with parents. She keeps them up to date with her service in a variety of ways. Overall, she shares good information with parents about their children's progress, day and needs. For example, she uses a diary sheet to inform parents of their child's progress, which include her observations and their achievements. When appropriate she discusses any concerns with parents, so that they can work together to address children's needs. However, there is scope to enhance how she informs parents of their child's next steps to enable parents to support their child's learning at home more effectively.

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

Children are happy, settled and demonstrate good levels of confidence because the childminder has developed close and caring relationships with children. In addition, children settle well because the childminder obtains relevant information from parents, so that she has a clear understanding of their individual care routines and interests. This ensures children are emotionally prepared for their next stage in their learning. She speaks to parents regularly, so that they are aware of their child's day and changing needs. Children enjoy the active involvement of the childminder in their chosen play. She introduces new ideas and provides plenty of praise and encouragement for their efforts. As a result, children feel valued and this supports their self-esteem and emotional well-being.

Children's behaviour is very good because the childminder uses a consistent approach and gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what is expected of them. The childminder has met all actions relating to health and safety set at her last inspection. For example, she has improved her use of appropriate safety equipment, such as locks on kitchen cupboards and risk assessments ensure children are now able to explore and investigate their surroundings in safety. This supports their feelings of security and self-confidence. Children also learn about keeping safe as they take part in regular fire drills.

The childminder promotes a healthy lifestyle because children have regular access to exercise and outdoor play along with snacks. Children are learning to be active because they have plenty of opportunities to play in the garden, visit the park and take part in regular walks to the shops and to school. This ensures children have access to fresh air and exercise. Children are encouraged to develop their independence skills with the childminder and are given some opportunities to do so. For example, children are

encouraged to feed themselves at mealtimes and the childminder supports this effectively. The environment is suitably organised but children are not able to clearly see what toys and resources are stored in boxes. This is because boxes are not labelled with words or pictures and not always easily accessed by children. Therefore, children are not always able to make independent choices in their play.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements and of child protection procedures. She updates her knowledge of child protection and knows the necessary reporting procedures should she have concerns, in order to keep children safe from harm. A range of policies to safeguard children and promote their well-being is in place. All adults within the home have undertaken suitability checks. Relevant records are kept and well maintained, such as daily registers of attendance, children's information, and accident and medication records. The childminder has suitable policies and procedures, which she effectively implements to help her run her service.

There have been real improvements in the childminder's provision since the last inspection by Ofsted, when she received a number of notices to improve and two subsequent monitoring visits. As a result, she has met all actions relating to health and safety and teaching and learning. For example, the childminder now uses a tracking tool to support her in monitoring children's progress and the educational programmes. Her use of observations of what children can do is now consistently good and she uses this information to plan and provide good levels of challenge in children's play. Links with other childminders and access to online professional advice enable the childminder to share ideas and improve practice. She demonstrates a good understanding of the learning and development requirements and how to promote children's good progress in their learning and development, through providing activities that interest and engage them effectively. She demonstrates a positive commitment to improving the service she offers to children and now works with the local authority to improve her provision and the outcomes for children.

The childminder has good relationships with parents and overall, she shares with them their child's achievements and progress. Parents are kept well informed through daily communication, diary sheets and text messages. Parents' views are sought to help support and develop the provision. The childminder is aware of the importance of working with other settings. Good partnerships are established with the local pre-schools, including settings outside the village and school to ensure children's needs are met when the care is shared. In addition, this supports children when moving to school.

### **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>	EY382139
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	974644
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/01/2014
<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.

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