

Inspection date	08/08/2014
Previous inspection date	11/11/2010

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder has failed to maintain an appropriate first-aid qualification, which is a breach of both the safeguarding and welfare requirements of the Early Years Foundation Stage and the Childcare Register requirements.
- The childminder supports children who speak English as an additional language, however, opportunities for them to see their home language written down within the environment are limited and there is a lack of dual-language resources.

It has the following strengths

- The childminder has attended a number of training courses since her last inspection and now successfully uses ongoing observations to monitor the children's progress and extend their learning. Consequently, she now provides them with effective and challenging activities to ensure they make sufficient progress.
- The childminder is fully aware of her roles and responsibilities to protect the welfare of the children and can confidently follow safeguarding procedures.
- The childminder has positive relationships with the parents and they are actively encouraged to be involved with their children's learning and progress.

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 had a tour of the areas used for childminding.
- The inspector observed activities and the childminder's interactions with the children.
- The inspector looked at a selection of documentation, including children's assessment records and learning journeys.
- The inspector checked evidence of suitability and qualifications of all relevant people living on the premises.

Inspector

Victoria Pinney

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in Braunstone, Leicester. The ground floor rooms and the upstairs bathroom are used for childminding. There is also an enclosed rear garden. There are currently four children on roll, three of whom are in the early years age group. The childminder supports children who speak English as an additional language. She operates from 7am to 6pm, Monday to Friday, for 50 weeks a year, apart from Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- attend and complete a local authority approved paediatric first-aid training course that covers working with young children
- provide further dual-language resources in children's play and obtain key words from parents to help with everyday tasks and routines, in order to fully support their developing skills in English.

Inspection judgements

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

The childminder has a satisfactory knowledge and understanding of the learning and development requirements, including her observation and assessment procedures. She uses these to plan activities for the children according to their age and stage of development, in order to progress their learning. However, her resources do not meet the needs of children who speak English as an additional language, in order to make these activities more effective and challenging for the children. For example, the childminder does not obtain key words in the children's home languages to help label everyday objects or help explain tasks and routines to the children. This is despite opportunities to liaise with parents who speak English as an additional language to ensure common words are shared. As a consequence of this, children's developing skills in English are not fully supported.

When children first join her setting, the childminder obtains in-depth information from their parents about the children's skills and abilities. She then uses this information gathered from the parents and her own initial observations as a baseline to form starting points for the children. In order to track the progress of the children in her care, the childminder uses a tracker document. This allows her to monitor areas in which the children are making adequate progress and also highlight and target any areas of

weakness. The childminder demonstrates through discussion that she understands the requirement to complete the progress check for children between the ages of two and three years.

Children enjoy their time with the childminder and feel safe and secure within the environment, which in turn enables them to learn. They show confidence and independence by selecting the toys they want to play with and encouraging the childminder to join in with them. Children have opportunities to play with a good range of age-appropriate toys which they can choose themselves, promoting their independence skills. Toys and resources are stored in clear boxes to aid the children's independence. Within the playroom there are a wide range of toys and activities which cover the seven areas of learning. During their time with the childminder, children gain skills, such as developing their independence and the ability to self-choose, developing imaginative play and learning how to behave and conduct themselves in social situations. All these skills are needed for their next stage of learning and in preparation for school, and demonstrate how the childminder actively supports the independence and progress of the children. The childminder supports children's communication and language development appropriately by talking to them about what they are doing and asking open-ended questions. She also uses her body language as another form of effective communication. Children have access to a wide range of books which they clearly enjoy looking at. The childminder supports them to use the books correctly and role models how to appropriately hold them and treat them with respect.

The childminder provides the children with opportunities to use a wide range of mark-making utensils which help to promote their early writing and literacy skills. She effectively promotes children's early understanding of numeracy by encouraging them to count with her during activities. An example of this is seen during pasta play, where a spoon is used to count while moving pieces to different pots. As a result, a non-verbal child uses the tone of his voice to imitate the childminder's counting. The outdoor environment is set up with a range of toys that are used to promote the children's physical development. Toys, such as cars, large construction blocks, a variety of balls and a sand and water tray, are all available to help develop children's hand-eye coordination and large muscle skills. The childminder takes children on regular outings, for example, she attends toddler groups and takes the children to the local park. This broadens their knowledge of the wider world and enables them to socialise with larger groups and develop their confidence. During the summer term, regular walks are taken to the local school to familiarise the children with the school setting.

The childminder has positive relationships with the parents and they are actively encouraged to be involved with their children's learning and progress. The childminder gains contributions for the children's learning journeys from the parents regarding their achievements at home. At the end of the day, the childminder talks with parents about their children. This communication keeps them appropriately informed about their child's day.

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

The childminder does not have a current first-aid qualification, and as a result, has breached the safeguarding and welfare requirements of the Early Years Foundation Stage and the Childcare Register requirements. This means that she is unable to provide the most up-to-date treatment in the event of a medical emergency and compromises children's well-being.

The childminder provides a warm and welcoming environment which is reflected in her attitude, allowing the children to form strong attachments with her. As a result, they feel safe and secure, which encourages them to learn within the environment. A robust settling-in process is followed to ensure that parents and children feel confident. During this time, information is gathered from parents regarding the children's preferences, medical conditions, dietary needs and care routines. This all helps the childminder provide stability and consistency for the children and supports their well-being. The childminder supports the children with the move to school by talking about what to expect, visiting the school to familiarise them with it and preparing them emotionally.

The childminder ensures that good hygiene practices are followed, for example washing hands before lunch and snack time so the children understand the importance of good self-care skills. The children are encouraged to sit at the table together during mealtimes, which promotes their social skills, table manners and independence. The outside area offers opportunities for children to explore and take measured risks. Children have regular access to the outside area which is set up with a range of activities covering different areas of learning. These include large ride-on toys to develop physical skills. A tray with sand and water is available with a variety of different measuring items to develop mathematical skills.

Behaviour is managed appropriately for the age and stage of development of the children. The childminder has a calm and positive approach when dealing with any incidents. She gently reminds the children of the house rules and their behaviour is generally good. The childminder effectively uses her body language, praise and encouragement throughout the day, which has a positive influence on the children and enables their confidence and self-esteem to grow.

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

The childminder has a reasonable understanding of most of her roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. However, she has allowed her first-aid qualification to expire, breaching a legal requirement of the Early Years and Childcare Registers. The childminder has sufficient understanding of how to monitor the educational programme in order to help children make progress towards the early learning goals.

The childminder ensures that her house is secure at all times, by having locks on the gates in the garden and keeping the front door locked. Thorough risk assessments are conducted for all areas of the house and garden and for any regular trips. Daily checks are carried out by the childminder to ensure that the environment is free from hazards that

could harm the children. Regular fire drills are carried out so the children are aware what to do in the event of an emergency. This all helps the children to keep safe and teaches them about personal safety. The childminder has attended safeguarding training and has a good knowledge of how to safeguard the children within her care. A range of policies and procedures support her to maintain the daily safety of children. Procedures are in place to check the suitability of all adults who may have contact with the children, and the childminder ensures that the children are never left unsupervised with an unsuitable adult.

The childminder does not clearly identify her strengths and weaknesses to establish areas for improvement. For example, she has not attended first-aid training. There is no self-evaluation in place, which had previously been identified as a recommendation at a past inspection. Strong partnerships are held with parents and other professionals, for example, teachers at the local school. These partnerships help the childminder to share information regarding the children's progress and to actively engage the parents in their learning. She offers parents advice and guidance where she can and provides them with examples of activities that they can do at home with their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first-aid qualification is held (compulsory part of the Childcare Register)
- ensure that an appropriate first-aid qualification is held (voluntary part of the Childcare Register)

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY306577
Local authority	Leicester City
Inspection number	820314
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	11/11/2010
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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