

Inspection date

04/09/2014

Previous inspection date

16/03/2010

The quality and standards of the early years provision

This inspection:

3

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

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

- The childminder supervises the children appropriately and successfully identifies and minimises risks in his home. As a result, children are happy, confident and are beginning to assess risks for themselves.
- The childminder has a good knowledge of safeguarding procedures and has attended safeguarding training. This protects the welfare of the children.
- Partnerships with parents are strong and positive. As a result, the parents are able to contribute to their children's learning.

It is not yet good because

- The childminder has a basic knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and does not always provide the children with suitably challenging activities to extend their learning. Therefore, some children's progress is limited.
- Self-evaluation does not take account of parents views to help inform improvements.
- Systems to monitor the delivery of the educational programmes and track children's progress are not embedded. As a result, opportunities for learning across the seven areas are missed.
- The childminder does not effectively carry out or share relevant information regarding the progress check for children between the ages of two and three years.

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 the childminder and children.
- The inspector checked evidence of suitability and qualifications of the childminder and people living on premises.
- The inspector had a tour of the areas used for childminding.
- The inspector looked at children's learning journey records and other relevant documentation.

Inspector

Victoria Pinney

Full report

Information about the setting

This childminder registered in 2009 and is on the Early Years Register and the voluntary and compulsory part of the Childcare Register. He lives with his partner, in a house, on a residential road in the western suburbs of Leicester. There are currently three children on roll. Of these, one is in the early years age range. The whole of the ground floor is used for childminding. There is also access to one bedroom and bathroom on the first floor. There is an enclosed garden for outdoor play. A dog is kept as a family pet. The childminder operates from Monday to Friday, 7am till 6.30pm, all year round.

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 progress check for children between the ages of two and three years is fully completed and the written summary shared with relevant professionals and parents
- improve the quality of teaching by ensuring a thorough understanding of the learning and development requirements of the Early Years Foundation Stage
- embed the use of planning, observations and assessment, to identify the progress children make to ensure their learning is extended and they make good progress in relation to their starting points.

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

- develop self-evaluation to include and respond to the views of parents, so that the provision improves in line with their needs and wishes.

Inspection judgements

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

The childminder has a basic understanding of the learning and development requirements although his ability to promote and extend children's learning is variable. Consequently, children are satisfactory rather than good, and they are acquiring the basic skills they need for school or their next stage of learning. The childminder collects sufficient information regarding the children's starting points from parents. However, this information is not always used to effectively track and monitor the children's progress or to extend their learning so that they make best progress. Educational programmes loosely

cover the seven areas of learning, although on occasions lack a good level of challenge for the children. Simple observations linked to the early learning goals are carried out and supported with photographic evidence. However, the childminder does not always use this information effectively to plan for children to make the best progress. The childminder has an understanding of the progress check for children between the ages of two-and-three years. However, he is not meeting the requirement with regards to completing these.

The childminder has strong and positive relationships with the parents and they are active in being involved in their child's learning. The childminder encourages the parents to continue the child's learning at home, for instance, by helping the children to recognise colours or shapes in their home environment. Achievements that the child makes out of the childminder's care are also shared with him.

The childminder does not always extend play opportunities for children by becoming actively involved in their play when invited, by asking open-ended questions or providing additional resources such as, water for the tea cups at a tea party. At other times, the childminder becomes aware of the need to allow children to develop their creativity. For example, during craft activities, the childminder steps back but still promotes children's mathematical understanding, for example, by asking questions such as. what colours the pompoms are and how many of them are the children holding. The childminder provides children with a suitable range of opportunities to develop their large muscle control and coordination. For example, children have access to the garden where they can ride wheeled toys and use the slide. Regular visits to the local parks and further afield ensure that they can experience large climbing equipment to help develop their physical skills.

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

The children form secure relationships with the childminder which gives them the confidence to explore and learn within the environment. They feel confident to ask for help when it is needed and the childminder knows when the children need support. The childminder uses praise and encouragement throughout the day to build the children's self-confidence and self-esteem. Useful information is obtained from parents regarding the children's care routines during initial meetings. This helps him to meet the children's individual needs and ensures they are cared for following the parent's wishes. Consequently, a smooth transition from parent to childminder is formed. The childminder provides the parents with verbal feedback about the children's daily activities. For younger children, more detail is included such as, sleep times, nappy changes and the amount of food that has been consumed. This information ensures that the parents can adapt their evening routine accordingly and the children remain content.

Children have appropriate opportunities to play outside in the garden when they want to. Children's physical and mathematical development is promoted with the use of bikes, a see-saw and different sized balls. The childminder takes the children on outings to local parks, farms and the seaside during the summer months. This allows the children to see different environments and to gain knowledge about the world they live in. Children have a sound awareness of hygiene routines and they wash their hands after visiting the toilet and before mealtimes. The childminder uses the aid of posters and verbal reminders and

has provided a small step next to the sink to promote the children's independence. The childminder mainly provides the children with healthy snacks, which include fruit, yoghurts and breadsticks. The childminder is also a keen gardener and uses this passion to promote an awareness of healthy eating for the children. They learn how to grow the vegetables and fruit in the garden and this results in the children being more willing to try new tastes and textures.

The behaviour of the children is good and they know what is expected of them. House rules are shared with the children and promoted. The childminder has high expectations of the children and uses praise and encouragement to promote the behaviour that is wanted.

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

The childminder is fully committed to providing a safe and secure environment for the children. He does this by carrying out daily visual checks on the indoor and outdoor environment and conducting risk assessments for the premises and outings such as, the park. By doing this he is able to identify risks and hazards to the children. The childminder demonstrates he has a good level of awareness and understanding of safeguarding procedures. The childminder has a sound understanding of how to deal with child protection concerns and knows the possible signs that a child may be at risk of harm or abuse. Consequently, children are protected from harm. Although there is no written safeguarding policy in place, which is a breach of the Childcare Register requirements, he is able to explain verbally the procedures he would follow if a disclosure was made. He has attended suitable local authority safeguarding training, ensuring he is aware of local procedures and policies. The childminder ensures that visitors are asked to sign in. All people living at the premises have been suitably checked and children are never left alone with people who have not been vetted. A daily attendance register is held for the children and kept for an appropriate time frame. The childminder understands the importance of keeping his core training refreshed, for instance, safeguarding and first aid. This ensures that his knowledge is up-to-date and that he knows the most current procedures.

The childminder has built up a working partnership with the other providers that some of the children attend. Consequently, he is able to provide continuity in children's care, learning and development. However, there is no robust system in place to monitor the effectiveness of the teaching and learning so that children benefit from high quality teaching. Self-evaluation lacks rigour as parental feedback is not gathered regarding the service the childminder provides. As a result, he is unable to take their views into account when moving forwards and implementing changes.

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:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (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	EY396344
Local authority	Leicester City
Inspection number	879270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/03/2010
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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