

<b>Inspection date</b>	14/10/2014
Previous inspection date	30/04/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- Children develop secure attachments with the childminder, which effectively supports their emotional well-being.
- The childminder's safeguarding knowledge is good. As a result, children are well protected and their welfare is given high priority at all times.
- The childminder ensures that risks and hazards in the home are minimised. This means that children are safe in the environment.

### **It is not yet good because**

- The childminder does not effectively gain knowledge of children's starting points. As a result, she does not have sufficient information when they first start, to plan effectively for their learning, in order for them to make good progress.
- The childminder does not always recognise and use every day, naturally occurring learning opportunities to fully promote children's motivation and engagement in their play and learning.
- Self-evaluation is not yet rigorous enough to identify and act upon priorities for improvement.

## 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.
- The inspector talked with the children and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of the childminder and household members, the childminder's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents.

## Inspector

Ann Lee

## Full report

### Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult sons and a 14-year-old daughter, in Leicester. The whole of the ground floor is used for childminding. The family has three pet cats. There is an enclosed garden for outdoor play. The childminder takes children to, and collects children from, the local schools. There are currently eight children on roll, of whom two are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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 detailed information is gathered in relation to what children know and can do at the start of their placement, so that appropriate, challenging experiences are planned that accurately reflect children's learning and development needs, in order to better support their progress.

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

- enhance children's motivation and engagement in their play by making use of the spontaneous learning opportunities that occur during everyday play and routines, such as considering a trip on a bus after singing a related song.
- improve the use of self-evaluation to ensure priorities are clearly identified for development and that challenging targets for improvement are established.

## Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage learning and development requirements. Since her last inspection, she has made significant improvements. For example, she has introduced a system that enables her to monitor children's progress. Each child has a folder that includes observations and assessments that are linked to the areas of learning and are used to identify the next steps in their development. She monitors their progress as these steps are achieved and this shows that children are making progress. However, the childminder does not ascertain

children's starting points. This means she is not able to make initial assessments of their learning based on what they know and can already do when they first start with her. As a result, early planning for children's progress is not wholly accurate. The childminder works in partnership with parents to support children's learning. For example, she informs parents of nursery rhymes that children have been learning while in her care so that they can be enjoyed at home. The childminder ensures that parents are kept up to date with the progress that their children are making through regular informal discussions. In addition the childminder provides parents with the progress check for children between the ages of two and three years, as appropriate. As a result, any gaps in children's learning can be identified early and targeted support put into place.

The childminder has worked hard to increase her knowledge of how children learn. Children are able to access a good range of resources and the childminder ensures that their interests are supported. For example, children with a current fascination for torches are able to explore the different light patterns that can be made with them. They are content to explore and investigate on their own, aware that the childminder is nearby if they require assistance. Children are happy and enjoy their time with the childminder. They are confident to explore their environment and actively participate in both child-initiated and adult-led activities. The childminder talks constantly to children to ensure that their communication skills are developed. For example she plays a card game where children enjoy matching various objects with the correct number. This supports children's mathematical development, as they learn the concept of numbers and counting. The childminder provides children with books and shares their pleasure in looking at the pictures and points to words, which supports their early literacy skills. They talk together about the colours that they can see in the pictures. She engages in singing and rhyming activities and values children's preference for a particular song. Children develop an awareness of information technology through a variety of resources. For example, they use a computer tablet to study actions to a song that they are learning. Generally, children are learning the skills that they need for the next stage in their learning. However, on occasions, opportunities are missed to extend children's learning by providing challenging and enjoyable experiences, which ensure that they continue to be motivated and engaged in their play.

The strong partnership that the childminder has with parents contributes towards the progress that children make. Parents are encouraged to contribute towards their children's learning by sharing home activities. This helps the childminder to keep up to date with children's home life. This two-way flow of information and knowledge enables a shared approach to children's learning.

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

Children demonstrate a strong and trusting bond with the childminder. They spontaneously snuggle up to her when they want reassurance or comfort. The environment is warm and welcoming. The childminder ensures that she gains a comprehensive knowledge of children's daily routines prior to the commencement of their placement with her. This ensures that children are able to sleep, eat and play according to

their individual requirements. This supports children during the move from home to the childminder's care. As a result, the childminder is able to meet children's individual needs, which effectively promotes their emotional well-being.

The childminder has implemented house rules, which parents and children are made aware of when they first attend. These, together with consistent boundaries and the use of positive reinforcement, mean that inappropriate behaviour is rare. The childminder acts as a good role model for children. She encourages good manners, expecting them to say please and thank you and, when necessary, pardon me. Children are supported to gain independent skills. The childminder asks them to consider whether they need to use the toilet and whether they require a drink of water. Praise and recognition from the childminder supports children to develop an understanding of good social skills, and learning right from wrong. They are taught to be gentle with the childminder's cats and to talk to them quietly and sensitively so they are not frightened. Children are given the opportunity to socialise with other children, as the childminder regularly attends toddler group sessions. As a result, children are emotionally prepared for the next state in their learning.

Children are encouraged to understand the importance of adopting a healthy life-style. The childminder provides healthy snacks and drinks and supports parents in sending healthy meals for their children. The garden, local parks and walking to and from school, provides children with plenty of opportunities to enjoy larger physical activities. They are encouraged to learn how to keep themselves safe by following the Green Cross Code during walks. Children also take part in emergency evacuation procedures and are taught the importance to their own safety of doing what the childminder tells them during such events.

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

Since the last inspection, and a subsequent monitoring visit, the childminder has worked closely with the local authority to improve her practice and the learning outcomes for children. She has satisfactorily addressed all issues from the previous inspection. For example, the childminder has gained an appropriate understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Policies and procedures cover all requirements and are given to parents in a pack when they first attend. The childminder has a good knowledge of how to keep children safe from harm and abuse and is aware of the signs and symptoms to look out for. She is aware of how she would respond if an allegation was made against her or a member of her family. She has attended a training course to extend her knowledge in this area. Accident and medication forms have been implemented and the childminder has a valid paediatric first-aid qualification. Risk assessments are diligently completed to ensure that the childminder has considered ways to minimise risks to children.

The childminder has completed a self-evaluation document to evaluate and reflect on her

practice. However, at present this is not used effectively enough to inform future improvement and developments for the provision. It also does not include the views of parents and children. Since her last inspection, the childminder has attended training to further develop her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This has had a positive impact on her ability to effectively monitor the educational programme that she offers children. This demonstrates that the childminder has a good capacity to improve her provision further.

Partnerships with parents are good. Children's learning, progress and care are shared regularly with parents through informal and formal meetings. Parents have commented, in written statements typically expressing their delight, about how their children have settled and made progress in the care of the childminder. The childminder demonstrates the importance of working in partnership with other providers. For example, she communicates regularly with other settings that the children attend. When children leave her setting to attend the next stage in their learning, the childminder ensures that the progress that they have made is shared. As a result, children receive continuity in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	260311
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	975755
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30/04/2014
<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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