

Inspection date	15/10/2014
Previous inspection date	23/07/2013

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

- The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She uses effective methods of teaching, observing, assessing and tracking children's play and learning. This results in them making good progress in their learning and development.
- Partnerships with other providers where some children attend are secure. Information is shared regularly, supporting and complementing the learning that takes place in both provisions.
- Children are safe and well cared for because the childminder works closely with her co-minder and assistants. They understand their individual and collective roles and responsibilities, and ensure they work effectively together.
- The childminder is fully aware of her responsibilities to children in the event of a child protection concern. As a result, children are effectively safeguarded.

It is not yet outstanding because

- The childminder does not fully enhance or extend children's language skills during everyday play to consistently challenge what they know and understand.
- The childminder does not fully maximise opportunities to involve all parents in their children's learning and development at home, in order to further enhance children's 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 discussions with the childminder and spoke to the child present.
- The inspector undertook a tour of the premises and the areas used for childminding, including the outdoor areas.
- The inspector observed activities within the inside and outside environment, including care routines.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of the childminder and household members and a range of other documentation, including the safeguarding procedures.

Inspector

Alex Brouder

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in Earl Shilton, Leicestershire. Her husband is also registered as a childminder and two of her adult children are registered as assistants. The whole ground floor of the house is used for childminding, and children also have access to agreed areas for sleep on the first floor. There is an enclosed garden for outdoor play. The family has a pet dog. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 7pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- support children's growing understanding of language further, for example, by using appropriate questioning techniques in everyday play opportunities
- enhance further the already good relationships with parents by providing even more opportunities for them to share information about what children are doing at home, so that children's learning and development, both in the setting and at home, are complementary.

Inspection judgements

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

The childminder provides a warm and welcoming environment where children feel happy to explore their surroundings in confidence. She has a good knowledge and understanding of the Early Years Foundation Stage and successfully promotes children's learning and development in the prime and specific areas of learning. She does this by providing them with a variety of interesting and challenging activities, and as a result, children make good progress from their starting points. The childminder completes regular observations and assessments of the children and uses this information to assist her in developing her planning and to identify the children's next steps in their learning. She ensures that she evaluates the progress children make and uses a tracking system to enable her to plan challenging activities to help them move forward in their learning. Overall, partnerships with parents are successful and the childminder ensures that before children begin in her care she seeks as much information as possible about their likes and interests to establish their starting points. She uses this information to help plan appropriate and worthwhile activities to support the child in settling into the setting. However, the childminder does not yet encourage parents to share children's learning from home, to enable her to use

this to support the next steps in their learning.

The childminder works closely with her co-minder and assistants when planning the range of activities on offer, which ensures that all those working with children know and understand how to support and enhance their learning. The childminder provides a well-organised, child-accessible, stimulating and inviting learning environment. This helps children to acquire the skills and dispositions required for the next stage in their learning and means that they are well prepared for starting school. The childminder works well in partnership with other settings by having regular meetings with children's individual key person. Along with this, she has a copy of their next steps in learning, which she uses to complement and enhance children's development within her own setting. This ensures that any potential gaps are quickly identified and planned for to support their learning. The childminder completes the progress check for children between the ages of two and three years and shares this information with parents to support children's learning needs.

The childminder shows a good understanding of how to support and enhance children's learning and development through play. She uses children's interests to help shape the range of activities on offer, as well as having themes to underpin children's learning, helping them to learn about a range of topics. For example, children make collage pictures of hot chocolate, using marshmallows and small pieces of chocolate to stick on. During this activity they are reminded of the drink they made yesterday and of where the chocolate comes from and is made. This helps to consolidate their learning and gives children an opportunity to recall past events. As a result, their understanding of the world and of expressive arts and design is well supported. Children's communication and language is developing well, and overall, the childminder and her assistant use most opportunities to allow children's growing communication to flourish. For example, when children wash their hands for snacks or after using the toilet, she sings to children or introduces simple mathematic concepts, such as number or shape, to create a meaningful dialogue. However, there are times during children's play that opportunities are not fully explored to challenge what children know and understand, for example, through direct questioning or guidance.

Play flows freely from indoors to outdoors, with children taking the initiative to move between the two areas. Children are enabled to make their own choices and the childminder offers support and guidance when needed. Children have a good range of toys and activities to choose from outdoors, such as wheeled toys, bats, balls and hoops. In addition, the childminder has provided a quiet area for children to sit and read books, as well as a 'fairy garden' to enable children to explore their imagination. Children have access to a good range of books and electronic equipment to support their literacy skills. The childminder and her assistant take time to read to the children. This is evident during the inspection as a young child chooses many books, giving them to either the assistant or childminder, and listens attentively as these are read. Further to this, children have many opportunities to develop their early literacy skills through the rich use of print in the environment, as well as opportunities to recognise their name through individual pegs, star charts and hand towels in the toilet area. She adapts this for all children, for example, by offering a familiar sign along with their written name, to enable even young children to know which peg or towel is theirs.

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

Children are happy and have established good relationships with the childminder. As a result, they are independent, confident and thoroughly engaged in their play. This is because she has a warm and friendly manner and takes time to find out about children's needs and interests from parents before they start. As a result, there is a smooth transition from home to the setting and children develop a strong sense of belonging. Children's behaviour is good and the childminder and her assistant present as good role models. For example, before meals and snacks, the childminder and her assistant wash their hands with the children during play activities they thank each other when items are passed to them, and rules are consistently applied to all, such as sitting down to eat at the table. This enables children to recognise what is right and wrong and learn by example. When children behave appropriately or do as they have been asked, they are praised highly for this. In addition, star charts are used to promote and enhance children's behaviour, which in turn supports their confidence and self-esteem. For example, a child is given a star to put on their chart and they are clearly very pleased with their achievement, which is acknowledged and praised by both the childminder and the assistant present.

Children develop a good understanding of how to be healthy. This is because the childminder understands the benefit of healthy lifestyles and eating healthily. She provides snacks that are based on fruit and vegetables and encourages parents to provide healthy packed lunches. For those who stay for a cooked meal in the evening, she ensures that this is balanced and enables children to try a variety of foods. The childminder offers opportunities for children to be involved in the preparation of foods to enable them to learn about foods that are good for their health. For example, during the inspection they make individual fruit kebabs, choosing which fruits they want, then sit together to talk about the fruit, how it tastes and where it may have come from. The childminder supports children's health further through a range of effective health and hygiene practices. For example, she has signs in the toilet area to show children how to wash their hands, all children have individual hand towels and a range of songs and rhymes are used to teach children how to wash their hands and why. Children are supported to be independent because they are given time to carry out everyday tasks, such as putting on their own shoes, and they are able to choose freely from the good range of toys and equipment both inside and out.

Children have free-flow play to the outdoors, which enables them to develop their physical skills, as well as having regular opportunities to fresh air and exercise. During inclement weather the children are still able to access the outdoors as the childminder has a covered area to the rear of her property, enabling those children who prefer to play outside to do so no matter what the weather. The childminder is effective in teaching children of all ages how to be safe and of the potential dangers they may come across both in the home and outdoors. For example, before going outside, she reminds the child present about how to walk carefully down the steps and to not go on the trampoline. She explains why this is so, to ensure they learn about dangers and how to keep safe. Children begin to manage and take risks during their play as they push wheeled toys up and down the garden path, knowing when to stop and how. Further to this, all children take part in practising the emergency evacuation procedure to ensure that, should the need arise, they

know how to get out of the setting quickly and safely. The childminder has placed a picture of a familiar character on all exits to ensure that even the youngest of children know where to get out in the event of an emergency. As a result, children are kept safe.

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

The childminder has a good knowledge and understanding of how to protect and safeguard children, and all those working with children have completed training in this area. The childminder and her assistant demonstrate a good understanding of what to do if they have any concerns about the welfare of children in their care. Parents receive a copy of the safeguarding policy, which includes the use of mobile phones and cameras within the setting, and are informed of the procedure to follow should they have any concerns about the childminder or her associates. Further to this, the policy and contact information for local children's services are displayed in the entrance hall, ensuring parents are fully informed. The childminder is very conscientious about keeping children safe from harm and ensures that they are protected and closely supervised at all times. Thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised.

The childminder has a good understanding of the Early Years Foundation Stage and carefully monitors and assesses the progress children make to ensure that all children make good progress. The childminder works alongside a co-childminder and two assistants. They share their observations on a regular basis to effectively plan for children. The childminder undertakes self-evaluation to review the quality of care she provides for children. Since the last inspection, the childminder has completed all actions and recommendations set, demonstrating her good capacity to maintain ongoing improvement. For example, she has risk assessed all areas children have access to, both indoors and out, to ensure that all areas children use are safe and suitable for purpose, and ensures that children are always appropriately supervised wherever they play. All children have a key person to ensure that their individual needs are well planned for, and all records on children are stored appropriately to maintain confidentiality.

Information is continually shared and exchanged between the childminder and parents to promote the inclusion of all children. Parents receive information regarding their child's daily care and progress through daily discussions. They have many opportunities to feed back about the childminder's service through regular questionnaires. Comments are positive and show that all those who use her service are happy and know their children are having fun while learning. The childminder understands the importance of working in partnership with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards partnership working.

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. 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	EY410305
Local authority	Leicestershire
Inspection number	950131
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	23/07/2013
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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