

Inspection date	27/10/2014
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 secure knowledge and understanding of how children learn. Teaching is purposeful and children are encouraged to learn through developmentally appropriate play.
- Children form secure emotional attachments with the childminder and show high levels of confidence in her care. They enthusiastically explore their environment and participate in activities with enjoyment.
- The childminder has a secure knowledge of how to safeguard children and attends training to keep this knowledge up to date. This helps to keep children safe from harm.
- There are strong partnerships with parents. The childminder ensures that parents are kept informed about their child's progress and encourages them to share children's achievements from home.
- The childminder shows a strong commitment to continually developing her practice to improve outcomes for all children.

It is not yet outstanding because

- Children's activities and experiences in the outdoor area are not fully developed. In particular, there are fewer opportunities to support children's progress in literacy.
- The childminder does not always give age-appropriate explanations about acceptable behaviour. Consequently, younger children's understanding of the impact of their actions is not maximised.

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 children during activities inside, outdoors and at mealtimes.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence that the childminder is suitable to work with children and viewed the childminder's self-evaluation form.
- The inspector took account of the views of parents from written feedback provided.

Inspector

Tracy Hopkins

Full report

Information about the setting

The childminder was registered in 1995 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, in a house in Leicester. The whole of the ground floor of the house and the first floor bathroom are used for childminding. There is an enclosed garden for outside play. The family have two dogs and a turtle as pets. There are currently nine children on roll, seven of whom are in the early years age group. The childminder operates Monday to Friday, from 8am to 5.30pm, all year round, except for one week at Christmas and during family holidays. The childminder holds an appropriate early years qualification.

What the setting needs to do to improve further

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

- enhance children's learning opportunities in the outdoor area by extending the resources and activities to further develop children's literacy
- maximise opportunities for younger children to develop their understanding of the impact of their behaviour by using more age-appropriate explanations.

Inspection judgements

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

The quality of teaching is consistently good and on some occasions, outstanding. The childminder has a very good knowledge of how children learn. She provides purposeful, planned activities that are interesting, and challenge all children in all seven areas of learning. Through accurate observations and assessment, the childminder effectively identifies the next steps in children's development and provides experiences accordingly. She successfully builds on their interests and plans activities in both the prime and specific areas to ensure children make good progress. For example, she knows children particularly enjoy role-play and creative activities, so she provides plenty of opportunities for children to learn through this type of play experience. The progress check for children between the ages of two and three years is completed well and is shared with parents and health visitors. This means that, if needed, the childminder can access support for children to ensure that any gaps in learning and development are swiftly identified and narrowed.

The childminder promotes children's communication and language skills well. She involves them in singing nursery rhyme, so that they learn to recognise different sounds. Books are easily available and used to extend language by talking about pictures. The childminder keeps language simple with the younger children. She talks to them about what they are doing and what is coming up next. The ongoing conversation between the childminder

and children helps to build their confidence in communication and speaking. Children's physical skills are developing well. For example, they feed themselves with ease and skilfully use a range of craft materials to draw, colour, practise writing and make models. This helps children to develop the key skills needed for their future learning in readiness for school. The childminder and children explore a range of festivals together. This helps children to become aware of people from different faiths and cultures. The outdoor area is used effectively for many activities. For example, children explore nature, enjoy physical play and grow plants and vegetables. However, there are fewer opportunities to enhance children's literacy development, as there is limited print and opportunities to make marks in the outdoor environment.

Partnerships with parents are a particular strength. The childminder encourages the sharing of information to establish children's starting points. She obtains information from parents about what their child can already do and about their interests and preferences. This initially helps in early planning for children's needs. She talks to parents daily about children's achievements and lets them know when she has concerns. Parents are encouraged to share children's experiences from home and together they work to support children's progress. The childminder uses information from parents about what children have been doing at home to evaluate and build on her observations and then uses all this information to identify next steps in children's learning. Consequently, children benefit from a range of exciting and challenging experiences, which help them to make good progress.

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

Children form secure attachments to the childminder and show that they feel comfortable in her care. They are made to feel part of the childminder's family as their creative work is attractively displayed alongside that of her own children. Flexible settling-in procedures promote the smooth move from home into the childminding provision. By using daily dairies and verbal communication, parents are informed about the care routines and activities their children participate in. Children have sufficient time, space and freedom to initiate, plan and carry out their self-chosen play experience. Therefore, they maintain concentration and show high levels of engagement. Consequently, children foster enthusiasm towards learning in preparation for their move to nursery or school.

The childminder is a good role model and provides clear and consistent boundaries. She shares her expectations of behaviour with parents and older children during the settling-in period. These expectations are then reinforced through her home rules. On occasions, however, the childminder misses the opportunity to fully support younger children in managing their behaviour. While all children's behaviour is dealt with promptly, it is not always appropriately discussed in a way that young children can understand. Consequently, they are not fully developing an understanding of the consequences of their actions. Children learn about keeping safe, as they regularly take part in fire evacuations so they are familiar with what they have to do in an emergency. Children are skilfully encouraged to take developmentally appropriate risks. For example, the childminder recognises that as children's physical skills develop, they become more confident in their

abilities and are more likely to want to take risks in their active play.

The childminder regularly walks to and from school and plans opportunities to visit local groups and parks. This ensures children get fresh air and exercise while developing their physical skills. Children are encouraged to eat a healthy diet. The childminder promotes the importance of eating healthily with parents as they provide packed lunches for their children. She ensures children's dietary needs are met, being aware of any allergies following discussions with their parents. Lunchtime is used as a social occasion where children talk about their day and share stories of their home life. Children delight in opening their lunch and seeing what they have. As a result, children gain an understanding of the importance of healthy lifestyles, are sociable and confident, and enjoy their time with each other. The childminder supports children to develop independence and they are learning how to manage their own personal needs as they are reminded to wash their hands before all meals.

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

The childminder has a secure understanding of how to safeguard children from harm. She implements a clear safeguarding policy, which reflects the guidance set by the Local Safeguarding Children Board. She demonstrates an awareness of the typical signs and symptoms of abuse and has a good understanding of the reporting procedures, should she have any concerns about children's welfare. This includes what she would do if an allegation were made against her or her family. The childminder ensures she keeps her knowledge of safeguarding procedures updated because she attends refresher training regularly. The childminder also understands when to inform Ofsted of any significant events and has ensured that all adults within the home have completed suitability checks. The childminder completes daily risk assessments to ensure that the toys, resources and environment are suitable for children to use. The childminder holds a valid first-aid certificate and has appropriate procedures in place for the safe administration of medication and to deal with accidents and emergencies. As a result, children's good health and safety is promoted at all times.

The childminder has a good understanding of the learning and development requirements. Planning is flexible and takes account of children's interests, next steps in learning and preferences for learning. This ensures that they make good progress towards the early learning goals. The childminder has many years of experience and has a relevant childcare qualification. She regularly attends training courses to support her practice to improve outcomes for children. The childminder makes good use of her local childminding group to exchange ideas and good practice. The childminder reflects on her practice and evaluates it through her self-evaluation form, to accurately identify areas of strength and weakness. Consequently, children benefit from a constantly developing service.

Partnerships with parents are strong and contribute significantly to children meeting their full potential. There are clear procedures in place to promote children's individual health and safety needs. Written feedback from parents is particularly positive. They claim they

are extremely happy and comforted with the care their child receives. They comment that the level of educational activities has exceeded their expectations. The childminder has strong relationships with other local settings. Parents express that they value the excellent communication between the childminder, themselves and their child's teachers. As a result, children benefit from consistency in their care and learning across all settings they attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	258207
Local authority	Leicester City
Inspection number	818554
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	09/06/2009
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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