

**Inspection date**

15/01/2015

Previous inspection date

08/08/2014

**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**

- Children's learning is promoted well as they engage in a broad range of activities which are planned around their interests and individual needs. The childminder effectively assesses their learning so that all children make good progress.
- Children's confidence and self-esteem continually grows through ongoing praise and encouragement. They build positive relationships with the childminder, seeking her out for close interaction and reassurance. In doing this, children are emotionally secure.
- The childminder has secure working partnerships with other early years providers. The regular exchange of information results in a shared and consistent approach to children's care and learning.
- Children are safeguarded because the childminder has a clear understanding of her role and responsibility to safeguard children. They remain safe, as hazards within the home are identified and steps are taken to minimise them.

**It is not yet outstanding because**

- Parents are not always encouraged to regularly share details of their child's emerging interests and achievements at home so that the childminder can effectively use this information in her planning.
- The childminder does not consistently give children time to think about what they want to say and put their thoughts into words, before providing them with the possible answers to her questions.

## 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 activities taking place in the designated playroom.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took account of the views of written feedback from parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of the suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

## Inspector

Hazel White

## 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 a house in the South Braunstone area of Leicester. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder takes children to and collects children from the local schools and pre-schools. There are currently five 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 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- make better use of effective questioning by giving children more time to think about what they want to say and put their thoughts into words
- strengthen partnerships with parents with regard to sharing ongoing information about what children are learning at home, so this information can be better used when planning activities to extend children's learning even further.

## Inspection judgements

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

The childminder has a sound knowledge and understanding of how children learn through their play. Children access a wide variety of activities that stimulate and engage them. The quality of teaching is good with the childminder focusing on the prime areas of learning with young children. She is skilled at adapting activities according to the child's age and stage of development. For example, young children are taught how to thread large buttons onto a lace and more able children use string and pasta shapes to make jewellery. As a result, all children make good progress towards the early learning goals. The childminder talks knowledgeably about the children she cares for, discussing their current interests and next steps of learning. This helps her to prepare them well for their future learning and onward moves to nursery or school. Children's learning journals are freely available to parents, keeping them informed of their child's progress. Systems are in place for completing the progress check for children aged between two and three years when the time arises. Children's preferences and interests are clearly gathered from parents at the start of their child's placement. However, ongoing information about children's

achievements at home is not always sought. This means that the childminder does not consistently use this information in her planning to optimise children's learning.

The designated playroom is well organised enabling children to freely access resources to initiate their own play. This successfully promotes their independence. Children's artwork is displayed around the playroom and this gives children a sense of pride and belonging. The childminder talks to children about what they are doing as they play, providing extra vocabulary and sensitively supporting pronunciation. This supports children's ongoing language development. However, although the childminder uses open questions, she does not always give children time to extend their thought processes because she answers the question for them. This means children are not always able to find their own solutions and think critically during their play. Children's love of books is nurtured through a wide selection of books which are attractively displayed. They enjoy joining in with familiar stories and are happy to sit beside the childminder looking at picture books. Children benefit from outings to varied places of interest, such as stay and play sessions, which help them to participate in events within the local community.

Children's understanding of the wider world and diversity continually grows as they see positive images within the childminder's home. Storage containers are labelled in several languages as are welcome signs. In addition, the childminder has added dual language books and flash cards to the resources so that children learn that people can communicate in different ways. Resources such as role play, dressing up and small world figures extends children's understanding of similarities and differences which supports their understanding of their community and of people around the world. Children engage in activities which enable them to explore sensory experiences, such as sand and water. They competently use tools, such as scissors, brushes and glue spreaders, when making models from recyclable materials. Children develop their early writing skills as they make marks in their role play and label their artwork. Their understanding of mathematical concepts grows as the childminder teaches them to count how many steps the play people climb in the doll's house. They also discuss size and shape as they construct models with bricks.

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

Children are safe and secure in the childminder's home. They are relaxed and confident because they have a gradual settling-in period to familiarise themselves within their new environment and the daily routines. This ensures the emotional well-being of children is effectively supported. Ongoing discussions with parents mean that routines are adapted to meet the changing needs of children as they grow and develop. Young children accompany the childminder in taking others to the local school and they attend various groups during the week. These opportunities help children to develop good social skills and become familiar with the move into other settings. Children behave well because the childminder acts as a good role model in the calm and consistent way she approaches behaviour management. She focuses on positive behaviour and offers lots of praise to develop children's self-esteem. For example, children are thanked for helping to tidy toys away.

Children freely move around the childminder's home selecting toys and resources that are within their reach. Child-size furniture enables children to sit comfortably as they play. The childminder is skilful at changing activities as children's interests develop and to meet the differing abilities of the children. Children's health and well-being is supported well. They benefit from plenty of fresh air and exercise each day, walking to and from school and visiting local recreational areas and places of interest. Children develop their physical skills as they use various wheeled toys and play ball games in the garden. These activities effectively encourage children's ability to move with control and coordination. Children rest and sleep according to their needs taking into account parental preferences.

Children are learning about the importance of practising good hygiene through their daily routines. They are supported to wash their hands after toileting and before meals. Parents provide healthy packed lunches and snacks for their own children. The childminder helps children to understand and value the importance of a healthy diet by having discussions about food during meal times. Children are learning to keep themselves safe. For example, while on the school run, the childminder talks to children about 'stranger danger' and supports them to cross roads safely. Effective routines are in place to ensure children are fully aware of the emergency evacuation procedure. Regular fire drills encourage children to become familiar with what to do in an emergency.

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

The childminder has a good understanding of safeguarding procedures and how to keep children safe from harm. She has attended child protection training and is aware of the possible indicators of abuse and how to proceed should she be concerned about a child in her care. The childminder has a range of procedures in place that are shared with parents. This means that all adults are clear of the guidelines and their responsibility for keeping children safe. All adults in the home have been suitability vetted to be in the proximity of children. Clear procedures are in place to ensure that children are not left unsupervised with un-vetted adults and therefore remain safe. The childminder has safety equipment in place, such as stair gates, and holds a current first-aid certificate. She is clear that the first-aid training needs to be refreshed every three years. As a result, children are cared for in a safe and secure environment.

The childminder demonstrates a drive to develop her practice and has made good progress with the actions given at her last inspection. She has focused on evaluating her practice and has started to identify relevant areas for development. For example, she has implemented formal systems to assess and monitor children's development. As a result of this monitoring, the support she provides for children's learning is more focused. The childminder reads articles on professional childcare websites and makes good use of the support offered from the local authority. She seeks the comments and ideas of parents about the care she provides, using these alongside her own reflection on practice to continually improve.

The childminder is fully aware of the importance of developing links with other early years providers and shares information about the children so that they receive the consistent

support they need. The childminder has close links with parents in most respects. She has daily conversations and sends text messages to share useful information about children's activities and achievements. Parents praise the childminder, commenting on the care and support she provides. They state that she provides excellent care and support for children and their families. Through discussion, it is clear the childminder knows when to contact relevant agencies when she feels children may need additional support. This helps to ensure that all children reach their full potential.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY306577
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	987416
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/08/2014
<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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