

Inspection date	22 January 2015
Previous inspection date	29 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder demonstrates a secure understanding of children's interests and plans for them well. This means children make good progress in relation to their starting points and capabilities.
- The childminder has a good knowledge and understanding of how to safeguard the children in her care. Her home is safe and secure, she is aware of signs of abuse and knows how to protect children. Consequently, children's safety and well-being are effectively promoted.
- Children participate in regular emergency-evacuation procedures to develop their confidence and familiarity when vacating in an emergency. This develops their understanding of how to keep themselves safe.
- Children form a strong attachment to the childminder, who successfully promotes their sense of belonging and well-being. Children are happy, confident and settled in her care.
- The childminder constantly reviews and reflects on ways to improve her provision. She has successfully addressed the recommendations made at the last inspection. Consequently, she demonstrates capacity to make and sustain improvements in order to achieve better outcomes for children.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to provide additional resources or alternative spaces for the children to continue their selected activity and extend their own learning through play.
- The childminder does not promote the development of children's independence skills to their full potential.

What the setting needs to do to improve further

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

- extend opportunities for children to continue their selected activity by providing them with ample opportunities to use alternative spaces or additional resources, to extend their own learning through play
- enhance children's already good independence skills by, for example, providing them with suitable furniture at meal times so that they can sit comfortably and feed themselves.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector reviewed evidence of the suitability of the childminder and her qualifications, including paediatric first aid.
- The inspector took into account the views of parents recorded by the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector evaluated activities with the childminder. The inspector also observed activities and care routines.
- The inspector sampled documents including policies, procedures and children's learning records.

Inspector

Tracy Hopkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. She sensitively observes children as they play and carefully uses this information to plan children's next steps in learning to ensure they make good progress. The childminder provides parents with a short, written summary of their children's development between the ages of two and three. This helps establish a collaborative partnership to close any emerging gaps identified in children's learning. The childminder is skilful in her questioning and provides a narrative as children play. She supports children's early communication, language and literacy skills well. Consequently, children are developing key skills in readiness for their next stage in learning, including the move to school. However, sometimes opportunities are missed for the children to continue their selected activity and extend their own learning through play. For example, when children want to play with toy cars, the childminder asks them to stop, so they do not damage the table top. She does not offer an alternative space or resources so children can continue to play and learn.

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

The childminder's home is welcoming, well organised and stimulating. Toys and resources are at child height, which promotes their independence and motivates children to lead their own learning. The childminder has a secure understanding of how to keep children safe. She supports children to take some safe risks during their play. For example, children have access to open spaces, which are free of toys so that they do not trip over, to develop their balance as they learn to walk. The childminder understands how to promote children's emotional well-being appropriately, as she continually consults with parents about their children's routines and preferences. Children receive tailored care that meets their individual needs. However, at meal times younger children sit in their pushchairs as they are not big enough to support themselves at the table. This means that they are not able to feed themselves and further develop their good independence skills. Children are happy and settled, and they receive appropriate emotional support to prepare them for their next stage in learning.

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

The childminder attends important training, such as paediatric first aid and safeguarding, to ensure that she has the required skills to carry out her role and improve outcomes for children. The childminder tracks children's development so that she can identify any gaps in her provision. The childminder has a wide selection of policies and procedures that effectively underpin her practice. Partnerships with parents, early years agencies and other practitioners are good. This contributes to meeting children's specific needs and helps children as they move between settings.

Setting details

Unique reference number	258198
Local authority	Leicester City
Inspection number	870657
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	29 May 2009
Telephone number	

The childminder was registered in 1992. She lives in Humberstone, Leicestershire. The provision operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

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