

<b>Inspection date</b>	11 March 2015
Previous inspection date	18 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy their learning because activities are exciting and arise from their individual interests. The childminder effectively carries out observations and regularly assesses children's progress. She uses this information to identify the next steps in their learning and this means that children make good progress.
- Children form secure attachments to the childminder because she is perceptive to their care and emotional needs and works in partnership with parents to meet these. As a result, children are happy, confident and cooperate with routines.
- Children are keen to explore because the childminder provides a well-organised environment where resources are attractively presented and easily accessible.
- Children are developing good personal skills. They are learning how to manage their own needs, such as toileting, dressing and undressing, and their own hygiene.
- Children are effectively safeguarded as the childminder is fully aware of her responsibilities to meet children's needs, in the event of a child protection concern. Adults within the home are suitably vetted and children are supervised well at all times.

### It is not yet outstanding because:

- The childminder does not use every opportunity to work with other early years providers involved in children's learning and development to plan together and share ideas to help children to make the best possible progress.
- Children's independence and ability to fully engage in play is sometimes hindered by the lack of appropriately-sized furniture during mealtimes or table-top activities.

## What the setting needs to do to improve further

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

- devise even better strategies for sharing information with other settings children attend, so that learning becomes seamless between the childminder's provision and other settings
- review children's access to tables to ensure they can sit comfortably in order to support their eating habits and independence, and to aid concentration.

### Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector observed and spoke with the childminder about teaching and learning activities in the indoor and outdoor learning environment.
- The inspector spoke with the childminder, and interacted with the child present at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's policies, self-evaluation and evidence of the suitability of members of the household.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.

### Inspector

Alex Brouder

## Inspection findings

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

The quality of teaching is good. The childminder engages children in a range of activities, supporting their learning and development well. For example, during role-play activities she poses questions as they make dinner, to challenge their thinking and ideas. The childminder has a good understanding of the learning and development requirements. She records children's individual achievements and development in a learning journal. These records are shared with parents and suggestions offered about how they can further support their child's learning at home. Children take part in well-planned activities, which engage and excite them. They explore the sand-pit, looking for hidden treasure and show delight and surprise as they find it. Children's mathematical skills are developing well. They count, recognise shapes and add objects together in their play. These valuable skills support children's future learning in readiness for school. Children have access to the well-resourced outdoor area whenever they request it. This allows them to play freely and develop their physical skills using a range of equipment.

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

The childminder's home is safe and welcoming. Children are confident, secure and happy in the childminder's care. This is portrayed as they easily enter the setting, hang up their coat and move quickly to their chosen area of play, on arrival. The childminder provides consistent routines and she is very clear about her expectations for the children's behaviour. Children are reminded to use good manners which is reinforced in everyday play situations. The childminder plans trips and activities for children outside the home to support their personal and social development. Children understand about good hygiene practices and take themselves to the bathroom to wash their hands when need. Children's health is supported in partnership with parents, through the provision of foods and snacks that reflect their individual dietary needs. However, during mealtimes or table top activities, children do not have access to appropriate-sized chairs. This hinders children's independence and concentration at times.

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

The childminder has a good knowledge and understanding of child-protection procedures. She can identify the types of abuse and any possible signs and symptoms. Children's well-being is promoted as the premises are secure, and good safety procedures ensure children are well safeguarded. A range of written policies and procedures underpin her practice, which are shared with parents. The childminder is clear about sharing information between settings. However, she does not make best use of some opportunities to consistently share information to support children in making the very best possible progress. Recommendations made at her previous inspection have been successfully addressed. For example, risk assessments are in place to ensure areas children access are safe and suitable. The childminder evaluates her practice and values parent's contributions to this process.

## Setting details

<b>Unique reference number</b>	EY289206
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	976833
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 January 2011
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in a house in the southern suburbs of Leicester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder's husband is also registered as a childminder in his own right.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

