

Inspection date

19/12/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 of how children learn. She creates a varied and imaginative environment for them to play and explore and provides high quality support. As a result, children make good progress in their learning and development.
- Young children make good progress in their communication and language development because the childminder uses a variety of skilful techniques to support their speaking and listening skills.
- Partnerships with parents are effective; the childminder provides tailored advice for parents to support their children's learning at home and any concerns are shared and swiftly acted upon.
- Children are confident explorers and develop good imaginative skills because the childminder provides many natural and household resources which they use to in a variety of ways.

It is not yet outstanding because

- Partnerships with schools are not yet fully effective in supporting excellence, continuity and consistency in children's care, learning and development when children also attend these settings.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children's activities in the main indoor ground floor play areas and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's attendance at required training and a selection of policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day and from written feedback provided.

Inspector

Janice Walker

Full Report

Information about the setting

The childminder was registered in 2012. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She sometimes works with one or two assistants. She lives with her husband and one child aged 13 years, in

Leicester. All areas of the property, except for the main bedroom, are used for childminding purposes along with the rear garden.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She holds a degree qualification in childhood studies and has attained Early Years Professional status. She attends stay and play sessions at the library and visits local facilities.

There are currently six children on roll, five of whom are in the early years age group. All children attend for a variety of sessions. The childminder is open all year round from 7am to 7pm, Monday to Friday and also occasionally at weekends. She closes for 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:

- develop further the arrangements for sharing information and partnership working with other providers, when the care of children is shared, in order to fully support continuity and consistency and promote excellence regarding children's care, learning and development.

Inspection judgements

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

Children are happy and busy. This is because the childminder has useful discussions with parents at the outset to form a picture of what they can already do. She builds upon this knowledge by undertaking ongoing observations and makes effective use of what she knows to monitor their progress. She, therefore, gains a secure understanding of their level of ability and what skills they need to be learning next. This information is used to inform planning. Along with her comprehensive understanding of how children learn, this ensures children make good progress across all areas of their learning and development.

The childminder creates a stimulating environment, both indoors and outdoors, based on what she knows children are interested in, and the skills they need to be practising. Children develop good levels of independence because the organisation of these, along with the childminder's encouragement, supports them in making their own decisions regarding what they want to play with and how they use what they select. The use of household and natural resources is particularly effective in supporting children's learning.

They explore the texture of dried pasta and lentils and enjoy transporting them from one container to another. They investigate the consistency of sand; moving, scooping and pouring using a variety of utensils. These activities are planned to support children's physical skills in control and coordination and support this well. This learning is extended into the garden when children have great fun making marks with water using paint brushes, window scrapers and squirting bottles. The careful consideration given to planning means that these activities also provide wider learning experiences. This includes the exploration of mathematical concepts, such as weight and capacity along with investigation of different natural materials.

Children's progress is strongly supported by the childminder's engagement with them because she has a secure knowledge and understanding of the importance of her role in supporting their learning. For example, outdoors, she encourages their imagination. Supported by large pictures, she re-tells a story about hunting for bears which is the main story of the week. Children join in familiar phrases and, following her lead, move in different ways as they make their way through 'squelchy mud', 'snow storms' and 'wavy grass'. Later, they pretend a large wooden palette is a boat and 'row' with 'oars' of garden tools. Play materials in the garden, including sticks, water, guttering and pipes all support children's investigative skills and imagination as they explore them and make decisions regarding how they are going to use them. The childminder makes effective use of information from training she has attended and from National Strategies, such as the 'Every Child A Talker' programme. Knowledge gained influences her interactions with children at all times, and consequently, they make good progress in their communication and language skills.

Children who speak English as an additional language enjoy good opportunities to use their own language in their play and learning. The childminder introduces new words, such as names of foods and items of clothing in English and in their own language. This lets children know their home language is valued and they use this freely, alongside their English, to express themselves. The childminder's good knowledge of child development means that any emerging concerns are swiftly identified. Strong partnerships with parents ensures that clear targets are identified for such children to ensure that their continued progress is effectively supported.

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

Children settle well in the childminder's care due to sensitive, flexible, procedures for new starters which fully involve parents. Visual images around the home, including toys and pictures portraying positive images of different cultures, make all children feel welcome. The visual timetable is well used to reinforce the daily routine so children know what to expect next, and consequently, they develop a sense of security. The childminder establishes warm relationships with the children; she gathers detailed information from parents at the outset to ensure she knows their routines and preferences and spends her time interacting with them positively. As a result, she meets their needs and they feel safe in her care. They develop good independence skills and high levels of confidence through making their own choices regarding their play. The childminder supports this well by

encouraging young children to undertake tasks for themselves and praising their achievements.

Children begin to learn about possible dangers and how to keep themselves safe because the childminder takes opportunities to talk situations through as they arise. For example, children learn to manoeuvre safely over the raised step into the garden and sit safely on, and move around, the childminder's swing seat. Daily routines are well organised to support children to lead healthy lifestyles. These include daily times in the garden for fresh air and physical activity, and well implemented and explained personal hygiene practices, such as hand washing. The childminder makes effective use of meal times, not only to encourage children to enjoy a wide variety of different foods but also to support their social and communication skills. Through her gentle support, young children learn to sit nicely, to use their cutlery correctly and to listen to each other and join in conversation.

The childminder gives young children high levels of attention. She listens to what they have to say and gives them choices, and as a result, their behaviour is good. She helps them to learn to share and to begin to consider each other's feelings. For example, a younger child who rushes to take a towel from another child who is drying the slide, is supported to understand that this is not kind, and to do the task together. Practices, such as tidying up spillages, supported by simple explanations, help children to respect and care for the environment and their toys and helps them prepare for school.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the revised Early Years Foundation Stage. She demonstrates a secure knowledge of the prime and specific areas of learning. She undertakes regular observations of children which she uses to influence her planning. She, therefore, plans activities and experiences which are based on children's interests and level of ability. She makes effective use of the knowledge she has gained by acquiring professional qualifications to support children's learning through her own interactions with them. Children, consequently, make good progress.

Children are kept safe and secure because the childminder gives this a high priority. She has devised a comprehensive range of policies and procedures which underpin her provision and help to ensure children remain safe. Documentation relating to individual children is well organised with information relating to their physical needs, routines and preferences collated onto an at a glance guide to ensure that each child's needs are met. She demonstrates a clear understanding of her responsibilities relating to child protection and has relevant contact numbers ready to hand if needed.

The childminder has established strong, effective relationships with parents. She gathers useful information from them at the outset which enables her to provide a good level of care and she shares ongoing information about children's progress. She provides 'activity

packs' for children to take home with tailored advice for parents in supporting their learning at home. This supports children's continual progress towards their identified next steps. She sensitively discusses any emerging concerns and works cooperatively with other professionals in order to ensure children receive appropriate levels of support. The childminder has a good understanding of partnership working, however, relationships with other providers, where the care of children is shared, are still in the early stages of being developed. As a result, these are not yet fully effective in ensuring that there is continuity and consistency for these children in their care, learning and development.

The childminder is a newly registered provider and has made a strong start to her childminding provision. She has already established thorough systems of self-evaluation, reflecting well on her practice. She demonstrates a good awareness of her strengths and areas for improvement which form a clear action plan for further development. The childminder actively seeks information to build upon her existing skills and knowledge. She has completed required training and has formed effective links with other local childminders for support and advice. She makes effective use of information from relevant internet sites and childcare publications to keep up-to-date with changes. This continues to inform her practice, and consequently, improves the experiences for children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. 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 inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. 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	EY446084
Local authority	Leicester City
Inspection number	805621
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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