

Inspection date

15/04/2013

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 provides a warm and welcoming home. Toys and resources are easily accessible and attractively displayed, which promotes independence and purposeful play.
- Children are observed and their learning is thoroughly assessed to ensure activities are provided which meet their individual development needs.
- The childminder has good relationships with parents. Effective systems for communication ensure they are kept well informed about the progress their children are making.
- The childminder is committed to continuing her professional development in order to improve her practice, which benefits the children in her care.

It is not yet outstanding because

- There is scope to improve opportunities for children to visit local places of interest to find out about and explore the environment.
- Children have fewer opportunities to select and use technological toys for particular purposes.

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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in the kitchen, playroom and garden.
- The inspector looked at children's observation and assessment records, self-evaluation form, welfare records and a range of other documents.

Inspector

Carly Mooney

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged two years in Market Harborough, Leicestershire. The whole ground floor of the house and the rear garden are used for childminding. The childminder attends local toddler and activity groups. She visits the park on a regular basis. She collects children from the local school.

There are currently four 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 8am to 6pm, Monday to Friday, except 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:

- continue to develop young children's interest in their environment, for example, by increasing visits to local places of interest

- enhance opportunities for children to select and use technological toys for a purpose by increasing the resources available.

Inspection judgements

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

Children are settled and at ease in the welcoming environment, where they independently explore the good range of toys and resources available. The childminder understands that children learn best through play and ensures activities are age-appropriate and based on their interests; for example, sand play with a selection of resources to support children's interest in pouring and filling. Clear systems for observing and assessing children's progress have been implemented, and records provide a comprehensive account of children's development. These are regularly shared with parents, and the childminder works closely with them to develop children's next steps, based on observations at home and within the setting. Tracking of children's progress means that next steps in their development are precise and prepare children well for their next stage of development, such as starting school.

Young children are confident within the setting and use a range of methods to communicate, such as facial expressions and hand gestures. During a painting activity

they select the paints they wish to use as the childminder points and names the colour in each bottle, smiling when she points to their chosen one. The childminder also constantly talks to young children to support their early communication skills. She encourages them to think and answer her age-appropriate questions. For example, when reading a story she asks, 'Where is the little pig?' The childminder values children's responses and praises them when they answer the question with a new word, 'there' as they point to the picture. Children are beginning to hear and see number in everyday activities through resources, such as books and posters. The childminder supports counting skills by engaging children in a game of hide and seek, encouraging them to count to ten as others hide.

Children spend time at local groups for interaction with their peers and visit the library to choose books for the setting, which supports their early literacy skills. However, they have fewer opportunities to visit places of interest to further broaden their learning experiences and increase knowledge of their environment as a whole. There is also less opportunity for young children to select and use resources in their play to help develop an interest in technology and how it can be used for a particular purpose. Children enjoy engaging in a range of messy play activities, such as play dough and painting, and self-select from a varied range of tools to create their pictures; for example, different sizes of brushes, stampers and sponges. A good range of resources are in place to help children gain awareness of the diverse society in which they live. The childminder is fluent in Spanish, which she incorporates into her minding by teaching children basic words and phrases.

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

The childminder warmly welcomes children and their families into her home, helping to promote their sense of security and belonging in the setting. Space is organised effectively so that children can play, eat and rest comfortably. She gathers clear, precise information from parents at the start of children's placements so that she has a clear understanding of their routines and preferences. This information is used well as a basis for children's initial starting points in their learning so that progress is clear to see. Children also attend other settings and a daily diary is used as a method of communication between both settings and the parents. This helps to promote a sense of well-being and ensures individual learning needs and achievements are shared.

Children have formed a close relationship with the childminder and welcome her interaction. For example, they enjoy snuggling up close to listen to a story and hold her hand for reassurance when climbing on play equipment in the garden. The childminder is a good role model and speaks to children in a pleasant manner, which they respond well to. Children behave well in the setting and welcome her praise and encouragement during activities, which instils confidence and self-esteem.

The childminder gently guides and supports children's understanding of maintaining their own personal care, such as cleaning their hands after playing in sand and before they eat. Child-friendly posters displayed in the bathroom also help to support this. Children's independence is promoted as they access their own drinking cup and use individual flannels in the bathroom. Young children beginning to use eating utensils do so well, with little support needed from the childminder. The range of healthy snacks provided meet

children's nutritional needs, and parents provide meals which support the childminder's healthy eating ethos. Children have regular access to the childminder's garden for physical development and a range of other activities, such as sand play. Children also visit local parks to further enhance their large physical skills. The childminder encourages children to be active and explore, while also teaching them to be safe. For example, they are encouraged to sit down when they reach the top of the slide to prevent them from falling.

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

The childminder demonstrates a secure understanding of the learning and development requirements, which ensures children make good progress while in her care. She has made a good start to her childminding business and demonstrates a strong commitment to continually improving practice through ongoing self-evaluation. For example, she has identified a number of training courses to attend which will benefit the care she provides, such as safeguarding and food hygiene. Relationships with parents are very positive and provide a strong contribution to meeting children's needs. Parents are well informed about their child's day through diaries and verbal discussions. They comment enthusiastically in written feedback that the childminder provides a 'home from home environment' and children say that they 'have lots of fun'. The childminder does not currently need to liaise with outside professionals regarding any children in her care, but is knowledgeable regarding working together to support children's progress should the need arise.

Children are effectively safeguarded in the childminder's care due to her good knowledge of the procedures to follow in the event of any concerns. A range of policies to safeguard children and promote their well-being are in place and these are shared with parents. Suitability checks have been carried out on adults living at the premises and children are never left alone with people who have not been vetted. Effective procedures are in place to, ensure children play in a safe and secure environment, including thorough risk assessments of the premises and outings. Extra precautions, such as drawer and cupboard locks in the kitchen, ensure children are kept safe from harm when using this area. Record keeping is thorough and maintained appropriately to support children's safety and welfare.

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
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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 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 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	EY451260
Local authority	Leicestershire
Inspection number	885612
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
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, 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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