

Inspection date

10/12/2013

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 quality of teaching is good. The childminder provides a wide range of exciting and stimulating experiences that interest and engage children. Consequently, they make good progress.
- There is secure partnership working with parents. They are well informed about the childminding service and actively engaged in supporting children's learning.
- Assessment and planning is good and suitable next steps are identified, therefore, children are challenged in their learning and are making good progress in all areas.
- Children build secure attachments with the childminder. This ensures that they are settled and happy in the provision. The childminder promotes children's self-esteem and confidence through her consistent use of praise and encouragement.
- Children remain safe because the childminder is knowledgeable in safeguarding procedures. They learn to keep themselves safe through effective procedures for road safety and emergency evacuation.

It is not yet outstanding because

- There is scope to extend the opportunities children have to count or use mathematical language in everyday play.
- Opportunities to further encourage children's early literacy skills are not fully explored.

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 children in adult-led and free-play activities within the home environment and during lunch.
- The inspector walked with the childminder and children to nursery.
- The inspector engaged in several discussions with the childminder throughout the inspection.
- The inspector looked at a sample of policies, children's learning and development records, and suitability and safety documentation.
- The inspector jointly observed an adult-led activity alongside the childminder.

Inspector

Alex Brouder

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and one year in a house in Leicester. The ground floor of the premises are used for childminding purposes. There is an enclosed garden available for outside play. The property is accessed via one step to the front. The family have a pet cat.

There is currently one child on roll who is in the early years age group and attends on a part-time basis. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is able to take and collect children from local schools and pre-schools.

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 explore and recognise familiar words, signs and labels on resources, within the play areas to strengthen children's developing literacy awareness
- enhance the opportunities for children to build on their already good skills in mathematics by, for example, providing opportunities for children to count or use mathematical language in play opportunities.

Inspection judgements

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

The childminder has been caring for the children for a relatively short period but they are happy and settled in her care. She has a very good understanding of the learning and development requirements and how children learn, using her skills well to engage their interests and to plan for their individual needs. She observes children on a regular basis, using information gathered to plan interesting and appropriate activities to extend their abilities. The childminder uses effective teaching strategies to ensure children make good progress. The range of activities offered to children cover all areas of learning. The childminder ensures that, overall, there is a good balance of adult-led and child initiated play opportunities to engage and challenge children appropriately. The childminder uses interaction effectively to help children learn. For example, when using the microphone, the childminder asks the child to explore the range of buttons on the toy and asks what they think their voice sounds like, enabling the child to think and begin to understand how

sounds change. The range of activities and experiences is broad enough to allow children to make progress in all areas of learning and acquire the skills and knowledge required for future learning.

Children are taught to acquire the skills to become independent learners. For example, they enjoy free access to resources and this allows them to choose their own play and learning. Children demonstrate the characteristics of effective learning, for example, sustaining their interest in their chosen activities for a prolonged period of time. However, there are times that opportunities are missed to enhance children's skills. For example, some play activities are not utilised to the full in supporting children's mathematical concepts and literacy skills. Despite this, children are eager to learn and ask questions of the childminder to further their understanding. For example, when getting ready to go to school, they ask 'is this the way to do it' when putting their coat on. This demonstrates that children are well-prepared for school or the next stage in their learning. Children's communication and language is good. The childminder supports this through asking questions and challenging their thinking and recall during activities and play. For example, during a cooking activity they are asked to think about the ingredients needed and in the order in which they put them into the bowl. In addition, the childminder ensures that stories are read to the children on a regular basis to enable them to begin to understand that print has meaning. Older children begin to recognise initial letters and sounds in their names, for example, they state 'look, that's S like my name'.

Children are well prepared for the next stages in their learning and to make the different transitions throughout the day because the childminder sensitively explains what is going to happen next. Children clearly know and understand the routines of the day as they explain 'we need lunch now cus then we have to walk to school again'. This supports children's confidence and sense of emotional well-being. The childminder has systems in place to complete the 'progress check at age two' and to share the summaries with parents, in order to support children's future learning. The childminder works closely with parents from the start to support children's learning. She speaks with parents about their child's needs, making records on their development and interests in order to plan appropriately for them when they begin in her care. In addition, she uses initial observations to enable her to target future learning. She works closely with the local school that children attend, to ensure that what she offers enhances their learning and development.

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

Children are happy and they have forged good relationships with the childminder. As a result, they feel emotionally secure and at ease in the setting, enabling them to play and learn with confidence. Good settling-in procedures means that children's needs, regarding their learning as well as their care needs, are known before they begin at the setting. This allows the childminder to plan the environment tailored to their specific needs and abilities. As a result, children feel valued and included within the setting, forming a strong sense of belonging as a result. The childminder teaches children appropriate ways to behave and how to manage their own behaviour. For example, she models being fair and turn taking, and encourages children to think about how another child will feel if they

behave inappropriately. As a result, children behave well. Children have good independence skills and manage their personal needs well as they take themselves to the toilet, wash their hands and put on their own coats and shoes before outings.

Children's safety is paramount and the childminder offers them ample opportunities to test their knowledge of how to be safe while using the environment. For example, during a walk to school, the childminder asks the children why they need to stop at the road side and what they need to look for. Children respond 'look for cars'. In addition, children's safety is further supported as the childminder ensures that all areas are free from obvious safety hazards. Arrangements for personal hygiene are effective. Children acquire good habits through consistent routines, and as a result, the risk of cross-infection is minimised. They use individual hand towels and antibacterial hand gel to 'get rid of germs'. Children's healthy habits are promoted well through the provision of foods that reflect a balance of all food groups. The childminder is a good role model during meals, as she sits and eats with them, talking to them about the foods they eat and how this will give them energy needed for the rest of the day. Children are supported to develop an understanding of the importance of physical exercise because the childminder builds opportunities for physical outdoor play into daily routines. For example, children walk to and from school at various points in the day; the childminder allows them to run from one point to another, in safety, in order to keep them fit and healthy. In addition, local play parks are utilised to enable children to practise their growing large muscle skills as they climb apparatus and use the swings.

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

Children are safeguarded effectively in the childminder's care. She has completed training in this area, and as a result, has a good knowledge and understanding of steps to take should she have concerns for a child's well-being. In addition, she understands the importance of liaising with appropriate agencies should she have any concerns for a child's welfare. This ensures that children are well protected and that their safety and well-being is given high priority at all times. She shares her policy regarding safeguarding with parents when their child first starts highlighting to them a clear and secure understanding of what is expected of her. Effective risk assessments are in place to identify and minimise any potential hazards. The childminder is very organised and ensures that all of the required records and information are confidentially maintained for the safe and efficient management of the service. She is committed to developing the service she offers and attends relevant training opportunities when time allows. She has been minding for only a short time, but has begun to reflect on her practice to enable her to identify those areas she wishes to develop, promoting continuous improvement.

The childminder has made a strong start to her practice. She has completed mandatory training to underpin her knowledge of how to support children's learning and development, using this to support children's individual needs and interests. She monitors the educational programmes to ensure that children take part in a balanced and good range of activities. She has developed good relationships with parents and shares daily dialogue on what children have done, both in her setting and when in attendance at other

early years settings. Parents receive detailed information about the Early Years Foundation Stage and how the observations and assessments the childminder carries out will assist her to provide activities for the children. As a result, parents are well informed of the progress children make. The childminder shares what she knows of children in her care with other settings they attend to ensure that partnership working is fostered.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY462924
Local authority	Leicester City
Inspection number	921811
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
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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