

Inspection date	20 April 2015
Previous inspection date	12 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 some outstanding teaching skills. She sensitively interacts with, listens to, and skilfully questions children during their play. Consequently, children are confident learners and develop the skills they need for starting school.
- The childminder accurately assesses children's skills and abilities and plans a wide range of interesting activities that support each child's individual learning. As a result, all children make good progress towards their early learning goals given their starting points and capabilities.
- The childminder is a good role model and gives children clear and consistent guidance about what is acceptable behaviour. As a result, children are happy, polite and gain a good understanding of how to keep themselves and others safe.
- Well-established and effective relationships with parents and other provisions children attend ensure children receive consistency in their care. Consequently, children are emotionally well prepared for changes in their routines or moves to other settings, such as school.
- The childminder demonstrates sound knowledge and understanding of how to protect and safeguard children. This is evident through her highly effective procedures that enable her to meet the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- The childminder does not fully maximise opportunities to share information with all parents, about their children's learning and development at home, and in her care, in order to extend their good progress even further.

What the setting needs to do to improve further

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

- keep all parents well informed about their children's progression, enabling them to share and contribute information about what their children can do at home, and use this information to plan even more precisely for children's next steps in learning.

Inspection activities

- The inspector observed children's activities in the childminder's home both inside and in the garden.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessments and the planning documentation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability of all household members. She also looked at a sample of the childminder's policies, and procedures and discussed the childminder's self-evaluation form and improvement plans.
- The inspector also took account of parent written testimonials.

Inspector

Jacky Kirk

Inspection findings

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

The childminder encourages children to talk about their interests, discussing dinosaurs and trips to the safari park. She also helps children to anticipate what may happen next when reading stories. Consequently, children are confident talkers and are developing good communication and reading skills. Children learn mathematical concepts, such as more and less than, throughout their play. They confidently count to 10. Children learn to think critically and develop good problem-solving skills as they match magnetic shapes on a board. With the childminder's help, they work out that placing two triangles together makes a square, which they need to finish their picture. The childminder provides children with ideas of how they can rescue people from rooftops during play and enthusiastically engages in children's pretend telephone conversations. Consequently, children develop good imaginative skills and are self-motivated in their play. The childminder seeks to exchange information about children's achievements with parents to promote a shared approach to helping children progress. However, this is not always successful, especially with parents who have fewer opportunities to talk regularly with the childminder due to their patterns of work. Consequently, children's progress is not always maximised.

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

The childminder provides a well-organised and welcoming environment. Children form warm attachments to the childminder. They enjoy cuddles and listen attentively to her, demonstrating that they have a strong sense of belonging and feel secure. Children enjoy using the climbing and sliding equipment in the garden. They also have opportunities to take safe risks and further develop their physical skills through regular trips to local play parks. Children demonstrate good independence skills. For example, they confidently cut their own apple into quarters and pour their own drinks. The childminder encourages older children to help younger children where appropriate. This helps them develop an understanding of responsibility. Furthermore, it helps all children to form positive and caring relationships with each other. The childminder embraces living in a multicultural society. She uses the many varied historical and cultural opportunities nearby to enhance children's understanding about the community in which they live.

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

The childminder is an experienced childcare practitioner. She continually improves her childcare knowledge. For example, she regularly attends local authority training courses covering subjects, such as, developing observations of children, special educational needs, and disability training. Accurate systems used for monitoring children's achievements, quickly identify any gaps in their learning. The childminder completes robust risk assessments, which help to keep children safe both in her home and when out on trips. The childminder evaluates her practice well and takes action to improve her provision. For example, she has made a photograph book of all her resources to enable children to freely choose what they want to play with.

Setting details

Unique reference number	226739
Local authority	Leicester City
Inspection number	871396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	12 May 2009
Telephone number	

The childminder was registered in 1992 and lives in the Belgrave area of Leicester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four- year-old children.

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