

Inspection date

Previous inspection date

25/09/2012

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 secure knowledge and understanding of the Early Years Foundation Stage. She has a good awareness of how young children learn and uses play, discussions and group activities to promote children's development.
- The effective planning and assessment procedures and stimulating environment ensure that children are offered a wide variety of activities and resources that engage them and build on their individual interests.
- All children are settled, motivated and keen to explore and learn. They demonstrate high levels of independence and curiosity. They have positive attitudes to learning and are helped to gain the skills required in readiness for their progression onto new situations.
- The childminder ensures that all children are given the time and support to form appropriate bonds and secure attachments with herself and others.

It is not yet outstanding because

- The observation and assessment processes do not fully demonstrate children's next steps of learning.
- The assessment procedures are not fully developed to include consistent opportunities for parents to contribute information, to enhance activity planning.

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 activities in the two main rooms used for childminding.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.
- The inspector observed all relevant documentation provided.

Inspector

Susan Ennis

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her partner and two children aged three and six years in the Lewsey Farm area of Luton in Bedfordshire. The whole of the property, apart from the main bedroom, is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has no pets.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently two children attending in the early years age group and they attend on a full and part-time basis. The childminder

also offers care to children over five to 11 years and there are currently two children on roll in this age range. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- analyse their observations and assessments of children's current learning and development to more effectively highlight children's next steps of progress
- develop further the assessment procedures in place by offering additional opportunities for parents to share information about their child's learning and development at home.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She provides interesting and challenging experiences that give an effective balance across the seven areas of learning. For example, children demonstrate their confidence in their relationship with her as they ask for help to find a small box to hook onto their crane. The childminder extends the children's thinking and language by asking 'have you one in mind' and having made a few suggestions asks 'What do you think will work?' After a little trial and error the children decide that two hooks work better than one as initially thought.

The learning environment is stimulating and engaging and encourages children to explore and play. The childminder plans activities to facilitate children's learning and has a good range of freely accessible resources to meet the children's individual needs. For example, when children choose to use the hole punch the childminder provides suitable paper and talks about the size of holes made. When the children independently say 'I can do it' she sensitively shows them the sharp pieces of metal in the hole punch and reinforces how careful they need to be of their fingers. The children then go on to use scissors and a tape dispenser demonstrating their growing realisation that tools have a use and purpose.

Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. The childminder has high expectations of the children based on accurate assessment of their starting points. She works effectively with parents to establish where the children are in their development and then uses this information to plan for their next steps and further progress. However, it is currently difficult to see how or when the next steps in children's progress are identified and therefore achieved. Good communication procedures give parents

opportunities to understand and learn about the requirements of the Early Years Foundation Stage. Use of a 'Me to You' book, the sharing of children's learning journals and daily interaction ensure that relevant information is shared regarding their children's welfare and progress. However, the assessment procedures do not currently make the most of opportunities for them to share information about how their children are learning and developing at home. Consequently, the childminder is not able to fully include this range of information in her planning to optimally promote children's development.

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

The childminder has a good understanding of and gives children's safety a high priority. All areas used by the children are comprehensively checked and risk assessed and the children are made aware of the safety procedures in place. For example, they are sensitively reminded to sit down with their snack in case they choke and learn the importance of the Green Cross Code when out and about. Children's behaviour shows that they feel secure in the setting and in their relationship with the childminder. For example, they confidently enter a new toddler group knowing that she is there for reassurance if needed. The childminder knows the children well enough to identify if they are ever worried or unsettled.

Children are given clear messages to ensure that they develop a good understanding of healthy eating and the need for physical exercise. A weekly menu is provided for parents and children's dietary needs fully discussed. Children are involved in the preparation of meals as they, for example, decide which ingredients to have in their wrap and discuss why items such as cucumber are healthy to eat. They particularly enjoy the regular Friday cooking activities as the childminder tries to encourage them to think of foods using less sugar such as muffin pizzas rather than cakes. Children make active use of the garden as they develop their understanding of growth and change. They pick the home grown raspberries that they like to call 'baby strawberries' and declare 'I like it' having been encouraged to first wash the fruit before tasting it. They also use movement to express their feelings and imaginations as they act out 'Going on a bear hunt' with the childminder. They think whether they are scared of the bear and squeal with delight as they finally find it and run away.

The childminder is a consistent, calm, good role model for the children. She provides clear guidance for them about what is acceptable behaviour and is consistent in the strategies used. She also appreciates that sometimes children become frustrated and provides activities such as play dough to help release some of their irritation. Settling in sessions, help the children to become accustomed to the environment and childminder. They are encouraged to choose what they would like to do and a resource book with photographs of the toys helps them to see what is available. Children are learning about their local environment as they participate in visits such as those to the library, park and soft play centre. They also thoroughly enjoy trips on the bus when they extend their number skills by making a chart of all the other vehicles they can see. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. They are well prepared for the next stage in their learning as they get to know their new

teachers by regularly visiting the setting. The childminder also links topics from the setting to her practise to ensure that the children are familiar with them when they start.

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

The childminder is committed to offering a high quality of care to the children and their families. She continuously monitors and reviews her procedures to ensure that they are current and drive improvement. She regularly uses the internet, childcare publications and meetings with other providers to update her knowledge and share good practise. She uses the self-evaluation form as a working document to highlight her strengths and to set herself action plans for improvement. Parents' views are incorporated into her monitoring processes as they are asked to complete regular questionnaires about her practise. Positive responses are received including comments such as 'Thank you for welcoming my child into your home. They really enjoy them self and all the activities provided. They especially love Fridays as it is cooking day.'

The childminder's arrangements for safeguarding are thorough ensuring that children's welfare is consistently prioritised and promoted. She has a strong understanding of the procedures to follow and has all the relevant details for reporting concerns should they arise. She monitors anyone coming to the premises and records their attendance in her visitor's book.

The childminder monitors her planning and assessment procedures ensuring that they display an accurate understanding of the children's abilities and progress. Children quickly develop secure attachments with the childminder and readily include her in their play and conversations. Working in partnership with parents and, when appropriate other professionals, ensures that children's individual needs are met. Overall the childminder creates a welcoming and safe environment where children are stimulated to learn and grow in confidence.

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	EY441754
Local authority	Luton
Inspection number	788162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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 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.

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.

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