

<b>Inspection date</b>	12/11/2012
Previous inspection date	06/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- Children feel safe and secure with the childminder who provides a loving and caring environment where children form secure attachments and are well settled.
- The childminder praises and encourages children's good behaviour which means children co-operate well together, developing respect for each other.
- The childminder completes regular observations and assessments of children and uses these to identify next steps to plan using children's interests to ensure children make progress in their learning.

### **It is not yet good because**

- Links with other settings are still evolving, and the childminder does not yet gain information on children's learning and development on entry to the setting.
- The childminder's knowledge and understanding and implementation of the revised Early Years Foundation Stage and learning and development requirements is still evolving.
- Some activities do not yet provide enough challenge for the children in their learning, especially in relation to developing skills for thinking.

## 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 rooms used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documents, the childminders self-evaluation and a selection of policies and children's records.

## Inspector

Kirsty Love

## Full Report

### Information about the setting

The childminder registered in 1998. She lives with her husband and two adult children in Luton, Bedfordshire. The whole of the ground floor and the first floor bathroom and main bedroom of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog, which uses a separate enclosed area of the garden.

The childminder is currently minding two children in the early years age range. She also offers care to children aged over five years to 11 years. This provision is registered by

Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has made links with the local pre-school and collects children from the local schools.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop knowledge on the revised EYFS and learning and development requirements to help with planning a range of activities to provide children with suitable challenge, building upon what they already know.

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

- develop the use of everyday opportunities to extend children's thinking skills, for example by enhancing the use of open ended questioning, and mathematical thinking
- develop further partnership working, gaining more information on children's starting points around learning and development working with parents and other providers.

### **Inspection judgements**

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

Children are provided with activities across all areas of learning and these are linked to children's personal interests. Children's learning is assessed through a clear programme of observations and assessments and the childminder identifies next steps for children's learning and uses these to plan. The childminder has attended recent training on the revised Early Years Foundation Stage. She uses systems to track children's progress in their learning ensuring they all make sufficient progress. However, the childminder's knowledge and understanding of the revised Early Years Foundation Stage is still evolving, with particular reference to providing children with challenge to extend their learning. Although the childminder updates information held on children with parents regularly to ensure that records are accurate, information held on starting points do not yet cover children's learning and development. Nevertheless, the childminder creates a secure environment where children are confident learners who communicate their needs well.

The childminder interacts with children during their play, promoting self-esteem through praise, and encourages them to develop confidence through activities. For example, the children select a puzzle, and the childminder encourages and praises children for completing this successfully. Children show pride in their achievements, and are confident

learners and ask questions to find out more information. However, there are limited opportunities for extending children's thinking skills using open ended questioning and mathematical thinking. This means that children's learning is not always extended and activities sometimes lack challenge. The childminder notes children's individual needs, such as a preference for a dominant hand, and adapts activities to reflect this. The childminder supports children in gaining new physical skills, for example learning to hop, and children show enjoyment in this. Children enjoy working creatively, making marks using chalk on a board and work together to wipe it clean which develops their social skills. They also sing familiar songs together with confidence, which supports children's communication.

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

The childminder has established positive and caring relationships with the children, which means they are confident, happy and settled in the homely environment. Children cooperate well together to solve problems, such as tidying away activities and screwing lids onto containers and develop respectful relationships with each other. Children's behaviour shows they feel safe and secure within the setting. The childminder promotes positive behaviour through strong relationships, which gives children the confidence to resolve their own conflicts learning to express themselves. Children have a good awareness of safety, and the childminder supports this by ensuring children are able to carry out tasks, such as coming down the stairs safely and independently, whilst developing their awareness of risk.

Children have a good awareness of their own needs, and communicate these to the childminder well. For example, children voice their wishes to access comforters when tired, and the childminder supports them in accessing these independently. The childminder provides a range of nutritious and healthy meals and snacks which supports children in gaining an understanding of eating healthily. The childminder knows the children well, and works closely with their families to promote children's well-being, for example, providing parents with current and relevant information to support them at home in care practices such as eating. Children understand how important exercise is as the childminder takes children out for fresh air daily, to the park, town, or into the garden. She encourages them to use play equipment and develop physical skills.

The childminder helps to prepare children well for the next stage in their learning. Children are supported in gaining independence by putting on coats and shoes to support them to be independent in preparation for the transition to their next settings. The childminder arranges resources for children in a low level unit which encourages children to select activities independently. Activities are planned around children's interests and the childminder has a good knowledge of children's family backgrounds which helps children to feel settled and confident. For example, the childminder carried out a planned activity with the children to make cards for a relative's birthday, and used this opportunity to talk to the children about their families and family structures.

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

The childminder has a sound understanding of the signs and symptoms of abuse, and her responsibilities for safeguarding children, which means that they are well protected from harm. The childminder refreshes her knowledge by attending training on safeguarding and food hygiene which ensures she has a clear understanding of keeping children safe. Since the last inspection the childminder has implemented robust risk assessments to the areas used for childminding which eliminates risks for children and ensures all furniture, equipment and toys are safe for use.

The childminder completes self-evaluation, and has set realistic goals for improvements, for example implementing message books between parents and other settings to enhance the methods used of communicating with parents. This shows the childminder has some capacity to identify areas requiring improvement and has taken some appropriate actions to develop these. However, the childminder's knowledge and understanding of the revised Early Years Foundation Stage is still developing. As a result, educational programmes sometimes lack extension to children's learning. Although the childminder observes and assesses children's progress well, activities provided do not always offer enough challenge.

The childminder places emphasis on making her practice inclusive and helps children have an understanding of the wider world, for example celebrating festivals, such as Chinese New Year and taking children to visit the local Chinese restaurant to find out more. The childminder shares books with children celebrating other religions and cultures, and is supporting children in developing their understanding of other languages by sharing key words from a child's second language with others. The childminder has established strong relationships with parents, and plans to improve partnership working with the local children's centre and other professionals in order to promote continuity, and these plans are beginning to progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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
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		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

<b>Unique reference number</b>	105071
<b>Local authority</b>	Luton
<b>Inspection number</b>	817836
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2

**Name of provider****Date of previous inspection**

06/04/2009

**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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