

<b>Inspection date</b>	06/12/2012
Previous inspection date	01/02/2011

<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 are happy and secure because they have strong relationships with the childminder.
- The childminder takes the children to a varied range of toddler groups to help them socialise and take part in various art and craft activities.
- The childminder develops close, two-way relationships with the parents, sharing valuable information about the children's care and development.

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

- The childminder's system of planning and the delivery of the learning and development requirements are not sufficiently rigorous to ensure that children make better than satisfactory progress.
- The childminder's self-evaluation system does not use challenging criteria, or incorporate the views of parents, in order to identify areas for improvement to develop her service and improve the children's learning.
- Sometimes, the childminder does not make effective use of open-ended questioning, to help children to develop skills for thinking and to help them to develop their own ideas.

## 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 and the interaction between the childminder and the children, in the main downstairs rooms.
- The inspector looked at children's individual profiles, and a selection of relevant policies and procedures.
- The inspector carried out discussions with the childminder at appropriate times throughout the session.
- The inspector took into account the comments of a parent spoken to on the day of the inspection.

### Inspector

Sheila Harrison

## Full Report

### Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult son and child aged 14 years in a house in Luton, Bedfordshire. The childminder uses the ground floor and the rear garden for childminding. There are a few steps up to the front door, the

toilet facilities are on the first floor.

There are currently three children on roll, two are in the early years age group who attend for a variety of sessions and one child is a school-age child who attends before and after school. She is open all year round from 7am to 7pm Monday to Friday, except for family holidays.

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

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

- improve the educational programme to ensure that activities are planned after specifically considering the stage of development of each child, so that challenging and enjoyable experiences promote all children's learning.

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

- develop and review the self-evaluation process to identify and prioritise targets for improvement, also taking into account the views of parents
- improve the use of open-ended questions to support children to be creative and think critically and to help them to develop their own ideas and make links in their learning.

### **Inspection judgements**

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

The childminder provides a wide range of enjoyable toys and activities that ensure children have access to all the areas of learning. The childminder has a sound understanding of how to promote learning and development. She inspires an interest in books as she uses a good quality puppet book to tell a story. Children can turn the pages and interact with the puppet crocodile, letting it pretend to bite their toes. The childminder repeats the correct pronunciation of the words and children practise building on their curiosity by playing with the book and retelling the story. Children are beginning to recognise the letters of their names while rolling and cutting shapes with play dough. However, sometimes the childminder uses closed questioning and does not allow much time for the children to answer the questions. These occasions hinder the development of children's skills for thinking.

The childminder helps the children to make suitable progress in their learning and

development. She observes the children at play and uses this knowledge to accurately assess their current stage of development. She can report on the successful progress that children have made since being in her care. The childminder demonstrates that she is able to support children, with special educational needs and/or disabilities and those learning English as an additional language, to make appropriate progress. She monitors the learning opportunities she provides for the children based on their individual needs. She makes some use of 'Development Matters in the Early Years Foundation Stage', in order to track children's progress. The childminder uses her plans to ensure interesting activities are available and to excite the children's interest. However, she makes plans for the next step in children's learning linked to the availability of equipment rather than focusing on what is necessary to help individual children make progress. As a result, children are not effectively supported to make as much progress as possible.

The childminder takes the children to several toddler groups throughout the week and this ensures children develop confidence and have opportunities to explore from her secure, close-by presence. They have useful opportunities to take part in organised art and craft activities. Older children are pleased and proud of their art work, helping them to build their self-esteem and confidence, in preparation for school. The childminder obtains very useful information from the parents on the children's stage of development when they start. The childminder and parents share valuable information via the children's 'busy book'. This includes some information on the children's learning and development at home.

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

Children are forming secure attachments with the childminder. She knows the children and their families well. Children enjoy visiting the school for the toddler group and to pick up the older children from school. This helps children to become familiar with the concept of 'going to big school' and to smooth the transition to school when they are older.

The childminder is a good role model, she provides clear guidance about acceptable behaviour and gives appropriate praise for their efforts. Children are encouraged to help in tasks, such as tidying away the toys. The childminder rotates the toys and equipment to maintain and extend children's interest. She ensures that the children's favourite toys are easily available and they confidently ask for any toys that are stored. Posters of letters and numbers and photographs of the children playing with other family members, are displayed at a low level. This helps promote their sense of belonging.

Children are encouraged to become independent in their self-care skills, they confidently ask to use the toilet and ask for a wipe to clean their own face and hands. Children are learning to develop friendships and respect as they celebrate each other's birthdays and learn about other people's cultures. They take part in craft activities to acknowledge the festivals of others at the toddler groups.

The childminder supports the children to gain an understanding of risk through activities that encourage them to explore their environment. They play energetically in the local parks and use the challenging play equipment, enjoy playing outside, splashing in puddles

and playing in the snow. Children learn about personal safety as they discuss road safety at toddler group and the children easily recall the necessity of holding the childminder's hand when crossing the road or in the shops. The childminder helps children learn about a healthy diet as she ensures the children have fruit during snack time. Parents provide the meals for the children and she gives helpful information to the parents about the contents of a healthy lunch box.

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

The childminder has a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended a first aid and child protection course and is trained to act appropriately in an emergency. The childminder has developed risk assessments to include outings. The childminder always supervises children closely, ensuring that their needs are met.

The childminder receives support to improve her setting from the childminding support group and she has made some progress with the actions and recommendations made at the last inspection. The childminder has recently made beneficial improvements to the observation, assessment and planning systems that will support children's achievements over time. However, the childminder is not able to make links to the areas of learning and therefore, clearly focus on the plan for the next step in the children's learning.

The childminder is keen to offer a high quality provision and has the details of the revised Statutory Framework for the Early Years Foundation Stage. She has attended training to further her knowledge in first aid, safeguarding and food hygiene. However, the childminder has not developed an improvement plan linked to challenging criteria and therefore, she cannot ensure that she continues to improve the quality of her provision for all children. Furthermore, she does not involve parents in the evaluation of the setting, to ensure that their views are taken into account.

The childminder forms positive relationships with parents. She shares her records of children's development and encourages them to share information with her, to aid children's progress with the childminder and at home.

### **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

<b>Unique reference number</b>	155814
<b>Local authority</b>	Luton
<b>Inspection number</b>	817920

<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2011
<b>Telephone number</b>	

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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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