

Inspection date	20/12/2012
Previous inspection date	21/04/2010

The quality and standards of the early years provision	This inspection:	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		3
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 benefit from the calm, understanding support they receive from the childminder who relates to them well. Young children's behaviour is managed consistently and positively by the childminder.
- The childminder works suitably with the parents to ensure there is a two way flow of information and a continuity of care.
- Children explore a range of toys and activities suitable for their stage of development and which support their interests.

It is not yet good because

- The childminder does not fully analyse the information gained through her observations of the children at play to extend their current stage of learning and demonstrate how these are incorporated into planning to help them make better progress.
- First aid certificates are not updated in a timely fashion to fully protect children following an accident.
- The childminder has not fully initiated a secure programme of professional development to further improve her and the assistant's understanding and practice to positively extend the outcomes for children.

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, the assistant and the children, in the main room.
- The inspector looked at children's individual profiles, a selection of relevant policies and took account of the childminder's self-evaluation form.
- The inspector carried out discussions with the childminder and the assistant at appropriate times throughout the session.

Inspector

Sheila Harrison

Full Report

Information about the setting

The childminder was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, adult daughter and two family friends in a house in Luton. The first floor of the childminder's house and the second floor bathroom, excluding the adult bedrooms are used for childminding. Children have access to an enclosed garden for outside play. The childminder attends a childminder group at the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school. She is available to care for children all year round from 8am to 6pm, 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:

- ensure that at least one person has a current paediatric first aid certificate at all times when children are present and they must accompany children on outings. Any assistant who might be in sole charge of the children for any period of time, must hold a current paediatric first aid certificate
- develop the assessment and planning system to shape learning experiences for each individual child, reflecting on observations and linking them to children's development.

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

- improve the methods for reviewing and monitoring practice so that weaknesses are quickly identified, action is taken to address these and any required training can be sought.

Inspection judgements

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

The childminder is starting to carry out suitable observations of children at play and keeps brief records of their achievements. She makes a rudimentary analysis of her observations and intuitively plans for the next stages of the children's education. Consequently, plans do not fully identify the next steps in children's development in order to be fully effective in moving them on in their learning. The childminder acknowledges the children's interests and their preferred play materials. This provides an adequate range of activities. The childminder's caring approach to supporting children's individual learning needs enables children to make satisfactory progress in their learning and development.

The childminder gives sensitive support and guidance when looking at picture books and letter cards. She encourages children to find the pictures of the animals and make the animal sounds. Following a short course on signing in storytelling, the childminder occasionally introduces signs into stories and this is beginning to promote children's

emerging communication skills. Children demonstrate positive attitudes and are suitably motivated to take part in play and learning activities. They begin to see the letters of the alphabet displayed on cards and receive appropriate praise when they succeed with a task. Babies enjoy action and number rhymes with the close and gentle attention of the childminder's assistant. Young children have opportunities to use mechanical toys and enjoy exploring the sounds when banging with the percussion sticks. Children learn to move with control in the small indoor ball pool. They take care of the other young children sitting with them and have fun as they throw and swirl the balls using large movements. This is beginning to help them develop skills for the future. The childminder works well with parents to help children to settle. She encourages parents to share what they know about their children and keeps them informed of their children's progress.

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

The childminder and her assistant work together to comfort and give reassurance to children. This helps children to gain a sense of trust and promote their emotional well-being. Children benefit from regular visits to toddler groups that enable them to develop confidence in new experiences. The childminder suitably supports children's transition to these larger groups by acting as a secure base. Children can leave her side to interact with others and return to her when anxious. The childminder suitably manages children's behaviour according to their level of understanding. She has plenty of equipment to help children share without becoming frustrated and she successfully distracts their attention to avoid any confrontations. This helps them to play together successfully. The childminder helps children to care for others as they celebrate each other's birthdays and make small gifts for their parents on special occasions. The childminder encourages children to respect and tolerate each other's differences. She has made a picture book of the achievements made by people with disabilities and different cultures for the children to look at. She sometimes speaks French to them to introduce them to the sound of other languages.

The childminder has a positive partnership with parents as she has cared for many of the older children since they were babies. She liaises with parents to establish children's care routine from home. This supports consistent care between her and the families. The childminder helps children to settle in and sensitively introduces them to the other children cared for by the childminder easing the transition to a different routine.

The childminder provides for children's individual dietary requirements. She aids their emerging independence as she is urging them to feed themselves with a spoon. The childminder purchases a monthly magazine to build up a collection of model body parts and older children thoroughly enjoy fitting together 'Billy Bones'. They discuss the function of various parts of the body and how to take care of their health. Younger children enjoy joining in with the game and can name some body parts. Children learn about healthy eating as they pick a variety of fruit growing in the garden in the summer. They regularly visit the park for exercise in the winter when the garden is waterlogged. This enables them to use the challenging play equipment and begin to have an understanding of risks and how to manage them. However, the childminder does not fully support children's health needs because of the omission identified elsewhere in the report.

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

The childminder demonstrates a satisfactory understanding of her role and responsibilities with regards to safeguarding and promoting children's welfare. She knows the procedures to follow if she has any concerns about a child. The suitability of all adults looking after children is assessed with adequate recruitment and induction processes. The childminder cascaded the information gained on a recent safeguarding course to her assistant and this enables her to have a rudimentary knowledge of how to protect children in her care. The childminder has booked to renew her first aid certificate as her certificate has recently lapsed and the assistant is occasionally left alone with the children without a current first aid certificate. This compromises children's suitable treatment after an accident. The childminder conducts regular risk assessments indoors and prior to going on outings to adequately minimise the hazards to children's safety.

The childminder and parents discuss children's development frequently and agree methods to help children progress. The childminder is aware of the requirement to complete a progress check for children between two and three years of age. She has begun to discuss the information she has gained through her observations of the children's progress with the parents that will be used to inform the progress check. The childminder passes advice given at the local children's centre to the parents to ensure adequate interventions are secured and children receive the support they need.

The childminder receives support for the local authority early years team and this enables her to develop her knowledge of the learning and development requirements. She has access to a range of training courses. However, she does not sufficiently focus on professional development for herself and assistant to improve their understanding and practice. This limits the opportunities to fully support children's emerging skills. She has started to reflect on her practice and has successfully addressed the action made at the last inspection to improve the risk assessments. She has improved her resources to appropriately cover all areas of learning and is beginning to use observations to help decide where children are in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that childminders have an appropriate first aid qualification (Welfare of the children being cared for) (both parts of the Childcare Register).

- take action as specified above (Welfare of the children being cared for).

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

155802

Local authority	Luton
Inspection number	817919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	21/04/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

