

<b>Inspection date</b>	05/11/2013
Previous inspection date	17/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children show vivid imagination and engage in new activities because the childminder plans activities that offer scope for them to explore imaginative play and represent their experiences.
- Teaching is good because the childminder fully understands how to promote children's learning during play and, as a result, children's progress is good given their starting points and capabilities.
- Children show that they are secure in the home. They make independent choices about where to play and select their own activities. Consequently, children develop self-esteem and a positive attitude towards learning.
- The childminder uses successful strategies to engage all parents in their children's learning and, therefore, learning is extended into, and from, the children's own homes.

#### **It is not yet outstanding because**

- Children are, on occasion, not provided with sufficient time to solve problems, make decisions, and be independent because the childminder is sometimes over eager to support them as they play.
- There is scope to further extend children's very good understanding of safety through routines that help them to judge risks for themselves inside and outside the home.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as provided in letters to the inspector.
- The inspector reviewed the provider's online self-evaluation form and other records for self-evaluation.

## Inspector

Lynne Talbot

## Full report

### Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young adults in a house in Luton, Bedfordshire. The whole of the ground floor and the upstairs bathroom of the childminder's home are used for childminding. There is an enclosed garden available for outside play. The family has a dog and a rabbit. The childminder attends social and activity groups on a regular basis. She collects children from the local nurseries and pre-schools.

There are currently seven children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- consolidate children's problem solving skills and independence by allowing them more time and spontaneous opportunities to organise themselves, think through solutions and use their emergent skills and knowledge
- extend children's deeper understanding of safety and personal self-care by providing consistent messages during every day activities and routines.

## Inspection judgements

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

Children are enthusiastic and motivated to learn because the childminder is very responsive to their self-initiated play and activities. For example, they develop many role play games together and include the childminder in that play. They use malleable dough to make pretend cakes and use the weighing scales to measure the quantity needed before pressing buttons on the toy microwave to 'cook' their cakes. The childminder listens carefully to children as they speak aloud and describe what they are doing. She forms appropriate questions and carefully introduces children to colours, shapes and numbers as they play, reinforcing their emerging knowledge. For example, when children tell the childminder that they have made a star and another star, she prompts them to use simple calculation and they decide that they have two stars altogether. Children explore simple tools during their play with dough, which help them to think about how things work. For example, by filling containers, adjusting a plunger and twisting to make the dough shapes they find out how to solve simple problems. The childminder follows children's lead as

they play but, on occasions, her eagerness to support them means that they do not always have the chance to find things out for themselves or extend their independence fully. For example, she occasionally supplies the response to her own question, or offers information that children could have found out by themselves. This means that their involvement and decision making is sometimes not promoted as well as possible. During adult-planned activities, however, the childminder uses skilled teaching to adapt the objectives for each child to accommodate their interest. For instance, the childminder sets up specific activities chosen by children, such as the battery operated train, and uses them to introduce skilled questioning to support their identified next steps. The childminder assesses children's counting and knowledge of numbers using the trains. She asks some questions that help children to think about how and why a crane is used, and fosters their turn taking by suggesting that they help each other. In this way, she incorporates learning for each child.

The childminder introduces children to their local community because they make daily excursions and attend social and activity groups each week. They learn about the wider diversities of society by celebrating popular festivals and exploring resources in the home. Children use instruments, such as, pan pipes and a pellet drum, from different cultures, to learn about music from around the world. They test their ideas when they use a broad range of materials for art and drawing. Children are very confident with letters and sounds. For example, they begin to try and write their own names and can 'sound' the names of others, identifying the letters needed for their own and other children's names. The childminder builds on this interest by providing text all around the home for them to identify and read. Children engage in lengthy conversations with the childminder and show excellent recall and the ability to voice their thoughts and opinions. This fosters their continued sense of achievement and enhances communication and language skills.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage and has established thorough observation and assessment systems. She monitors children's progress carefully and assesses their development against expected milestones each term. This helps her to build a plan for next steps for each child. Parents are fully involved within the observation and assessment processes. They help to form the starting points for children and contribute towards the planned learning. For example, they review the learning journal and tracked progression regularly and record achievements made by the children at home. The childminder provides ideas for children to complete at home with their parents and supplies resources, such as the words of popular songs, to help reinforce children's interests and learning. In addition, a daily diary provides another forum for communication and reinforces the information shared that supports children. As a result of the observation and assessment and the very effective planning, children make very good progress. The childminder completes a comprehensive 'progress check at age two', when required. She provides a teaching environment which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future learning and transitions to, or within, other settings.

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

The childminder provides flexible settling-in procedures and works closely with parents to establish a positive relationship. For example, she provides photographs to parents to illustrate how settled children are in their early days with her. This helps children to feel secure with her, which is enhanced by good relationships with parents. Children demonstrate good attachment with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. For example, children manage their own self-care needs in the bathroom and need limited help to change from their school uniform into their own clothes. As a result, children develop good self-esteem and learn to meet their own needs through daily routines. The childminder ensures that she works closely with parents in order to meet children's care needs. For example, she provides daily diaries to provide a medium for sharing information and this helps her to work cooperatively with parents to meet children's needs. Children feel settled and secure because the daily plans are adapted to meet their individual patterns of care. For instance, for those children attending other settings in the morning, the afternoon is planned to be flexible, to meet their needs, if they are tired. As a result of these steps children, from an early age, are prepared for school or a move to another setting.

Children behave well and receive consistent and positive behaviour management that helps them to develop good self-esteem. They enjoy selecting their own named placemats and begin to identify those of other children. Children enjoy receiving certificates that mark achievements in preparation for school, such as, those praising skills in self-care and fastening their own coats. They carry out games together and can cooperate well, abiding by the rules of taking turns yet aiming to be the 'winner' during card games. Children are well nourished, the childminder provides a broad diet that meets children's individual dietary needs. Children are beginning to understand the need for fruit and vegetables for good health because the childminder spends time talking with them about the varied diet that they enjoy. Children enjoy physical play each day when outdoors, in local parks, or when taking the dog for a walk. They have free movement between indoors and outdoors because the childminder provides waterproof suits and boots for each child so that they may explore freely. This helps to support good health through exercise.

Children are kept safe on the premises because the childminder completes daily assessments of risk. She also completes comprehensive records of risk assessments to continue to minimise hazards for children. Children practise road safety each day and take part in the planned emergency evacuation. They begin to develop awareness of their own safety through regular discussions and topic works related to the emergency services. However, they have fewer practical play activities that support them to make independent judgements with regard to personal risk or risks in the home itself. Consequently, children do not always fully explore practical methods that help them to understand risk and are dependent on the childminder to minimise risk in the home. As a result, their own understanding of safety and how to manage risks safely is not always consistently maximised.

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

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Statutory framework for the Early Years Foundation Stage, are in place. The childminder shares a large range of policies with parents, to underpin the professional relationship and an extensive range of notices and information is displayed and further enhances that relationship. Parents are involved in the day-to-day care of their children and value the methods of communication open to them. They comment, in letters, that the childminder manages to put every child at ease and that their children's progression has been due to her input. They clearly value the opportunities provided by the childminder that support their children's learning and development. The childminder completes clear, written, reflective self-evaluation to help her to develop the care provided. She updates her knowledge by seeking and completing training regularly. Consequently, the childminder can demonstrate a drive for improvement and continued good provision.

The childminder has a robust understanding of safeguarding and she ensures that children's welfare is assured. A comprehensive and clearly written procedure for safeguarding is shared with parents. This identifies the importance that the childminder places on her role. She implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both in the home and when outdoors or during outings. The use of mobile telephones and cameras is not permitted in the setting. The childminder implements thorough procedures that protect children during excursions and uses detailed risk assessments. As a result, children are safe both in, and outside of, the home.

The childminder is fully aware of the importance of working with other professionals where necessary. The childminder works closely with other key persons at other settings that children attend. She shares her observations and knowledge about children, and plans activities to support the areas of development that those settings identify. This helps to establish a consistency of approach in learning and development. The childminder monitors her own observation and assessment methods and demonstrates a good knowledge of the characteristics of learning. Each child's learning journal is evaluated and an environmental plan is put together for additional activities in order to balance the overall planning and demonstrate that the observation and assessment system is monitored for its efficiency. As a result, children make good progress. These links ensure that consistency of learning is promoted. Children in this setting have a positive experience, supported by good teaching, that forms a good base for their continued well-being, learning and development.

### **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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	104940
<b>Local authority</b>	Luton
<b>Inspection number</b>	870940
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/03/2009
<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, which are usually the childminder's 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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