

## Inspection date

Previous inspection date

06/01/2014

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 teaches children to understand their emotions and feelings effectively by using picture cards to help them to express themselves.
- The childminder teaches children to develop the use of English through a wide range of engaging activities, this helps them to make good progress in this area of learning.
- The childminder provides an inclusive environment where all children are accepting and welcoming of each other.
- The childminder's good awareness of safeguarding and child protection helps her to provide a safe environment for all children.

### It is not yet outstanding because

- There is scope to extend the weekly programme of activities to ensure that all children benefit from the wide range of outings.
- There are fewer displays of numbers in the environment to feed into children's interest in counting and number recognition.

## 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 playroom and the garden.
- The inspector had discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

## Inspector

Hayley Marshall

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a bungalow in Luton, Bedfordshire. The playroom, kitchen, one bedroom and the rear garden are used for childminding. The family has no pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. There are currently four children on roll, three of whom, are in the early years age group and attend for a variety of sessions. School-aged children attend before and after school.

The childminder supports a number of children with special educational needs/or disabilities and those who learn English as an additional language. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a relevant degree and is a qualified teacher. She is a member of the Professional Association for Childcare and Early Years.

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

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

- develop the weekly routine to ensure that all children benefit from the exciting activities provided outside of the home, such as trips on public transport
- increase children's keen interest in counting and numbers further, for example, by providing displays of numerals within activities and the wider environment.

## Inspection judgements

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

The childminder plans activities for children which engage and sustain their interest. She organises the day to include time for adult-led and child-led activities meaning children experience a balance as they develop in readiness for their future learning. For example, children enjoy making road signs from recycled materials with the childminder and use these independently in their role play. Children's keen attention and excitement in the activities they undertake demonstrates that the childminder prepares them well for starting school. The childminder reviews and evaluates the curriculum, giving children chance to make choices and share their ideas about what they enjoy. The good organisation of equipment and labelling means children know where everything is and can get to things they want easily. The childminder provides a print rich environment where

children become familiar with the concept that words carry meaning. They look closely at posters giving them messages about washing their hands and decode what these say by the accompanying pictures. This helps them to acquire the earliest skills they require to become successful readers. However, there are fewer opportunities for children to see and recognise numbers in the environment and their play, to fully utilise the teaching of mathematics. Children begin to hold pencils, pens and chalks skilfully to draw and create because there are ample opportunities for them to practise this. Children delight in playing in the garden where they develop their larger muscles as they run, jump and climb in and out of the sand pit.

Children are very confident communicators because of the good teaching delivered by the childminder. She has a depth of understanding about how children develop language, especially when English is not their first language. This enables her to provide a wide range of activities which specifically target this area, such as rhyming and songs and modelling of language. She also uses sign language to support children who have additional needs and all children use this as a further means of communicating. As a result, children make good progress in this area and become capable and confident communicators who express themselves clearly. The childminder extends this approach to children's personal, social and emotional development. She understands the importance of children being able to give names to their feelings and having ability to express themselves when they experience strong emotions. She uses pictures cards of different emotions and encourages children to use these as a means of explaining how they are feeling. Consequently, children are emotionally secure and confident. The childminder's approach is particularly beneficial for children whose disabilities mean that they cannot express themselves verbally as they are empowered to share their feelings and views. Children talk about the activities they enjoy and the childminder uses their views to review her care. For example, she explains their excitement at going to the cinema to see a film about dinosaurs and then playing with plastic dinosaurs when they return home. This led to dinosaur themed play in the garden as she allows children to follow what interests them. However, not all children are provided with a wide range of outings which other children say they enjoy, such as riding on the bus into town.

The childminder observes and monitors children's progress closely. Most children have been attending for a short period of time and so the childminder capitalises upon the information parents share to build an accurate basis for determining their starting points. In knowing what children can do, she is able to plan well for their next steps in learning. The frequent, meaningful observations she undertakes help to build a picture of what children enjoy doing and their individual capabilities. The assessments the childminder makes are highly individual and accurate. For example, she measures their progress in both their home language and English to determine their levels of working, meaning it reflects their true achievements and ensures they make best progress. The childminder includes parent's observations in her tracking of children's progress and shares information readily so they too can support children's learning at home. This helps children to make good progress in all areas.

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

Children form close bonds with the childminder and each other. This is because she provides a calm and welcoming environment where children feel secure. She is warm and affectionate and so children seek her out for comfort. The childminder teaches children to be respectful and accepting of others and consequently, children are understanding and tolerant of others and their differences. They play together very well because the childminder helps them to understand what is acceptable. She provides them with structure to their day so they know what to expect and prepares them for changes in their routine. This helps them to behave well at all times. The childminder shares children's daily activities with parents and talks to them when they drop off and collect children. This gives an opportunity to share children's home routines and provide a smooth move for children between home and the childminder's care. When children attend at different times or on different days, the childminder spends extra time helping them to settle. Children display high self-esteem and security in the childminder's care demonstrating their emotional readiness for learning.

Children wash their hands and use the toilet by themselves as they gain in independence. The childminder ensures that children are aware of the reasons why they need to maintain good hygiene and children are able to explain this for themselves. They find their own clothes when dressing to play outside and hang up their coats when they return inside. They enjoy fresh air and exercise as they play in the garden every day in all weathers. This helps them to gain an understanding that exercise is part of their daily routine to keep them healthy. The childminder encourages children to try different foods as she provides a range of healthy snacks and meals for them. Meal times are a social occasion where children sit together with the childminder and talk about their food and what they like and do not like.

Children gain a sense of awareness of how to manage small risks for themselves as they race to the bottom of the garden, stopping and returning to the childminder and adjusting their speed to avoid collision. Inside they tidy away toys after playing to prevent trips and falls. Together with the childminder, children make road safety signs from recycled materials. The childminder uses these to teach children to understand about how to cross the road safely when they go for walks.

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

The childminder has a good knowledge about safeguarding and child protection issues. She uses this and her broad experience to ensure that children feel, and are, safe in her care. The childminder can reliably identify the signs and symptoms that might cause her concern about children's welfare and knows how to report any such concerns. The childminder extends this to sharing information with parents via a noticeboard which sign posts places of support, advice and guidance. The childminder encourages children to take manageable risks within the safe and secure environment. Daily risk assessments and close supervision help to ensure that the childminder can reduce any possible risks to children.

The childminder is very well qualified and uses her good knowledge to steer children's learning. She reviews her curriculum of activities on a termly basis. This ensures that children experience breadth and depth of learning which enables them to make consistently good progress. The childminder maintains very accurate records which identify children's starting points and next steps in learning. Her close work with parents ensures that children experience consistency in their learning. The childminder has yet to need to complete the progress check for children aged two, but is prepared for doing so and has ample information to ensure that this is accurate. No children currently attend other settings, but the childminder is aware of the importance of working with others in order to suitably complement children's learning.

The childminder adopts reflective practice and uses this to review and plan for future improvements. She has started to complete self-evaluation and recognises areas she would like to develop and considers how this will benefit children. The childminder seeks the opinions and views of parents through regular questionnaires. This helps her to ensure that the care she provides meet the needs of parents as well as children. Children also share their views and the childminder observes all children's responses to activities to find out how much they enjoy them. The childminder works closely with the local Children's centre to support her work. She is highly qualified but seeks further opportunities to undertake training to extend upon her already good knowledge and skills.

### **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
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>	EY460573
<b>Local authority</b>	Luton
<b>Inspection number</b>	926301
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, 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.

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

