

Inspection date	21/01/2014
Previous inspection date	08/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provides a wide variety of interesting activities and play materials for the children to remain occupied as they learn.
- The childminder accurately monitors children's progress and uses the information to plan activities that will enable children to reach the next goal in their learning and development.
- The childminder has a very good understanding of her role in keeping children safe and appropriately manages any issues as they arise.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.

It is not yet outstanding because

- There is scope for the childminder to increase the variety of relevant training courses and workshops that she attends, to enhance her knowledge and understanding of all areas of children's welfare and learning needs.

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 and self-evaluation records.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.

Inspector

Katrina Rodden

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Luton. The whole of the ground floor, upstairs bathroom and the rear garden are used for childminding. The family has a small dog as a pet.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She takes children to the local pre-school. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 5pm, 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:

- broaden the variety of training courses and workshops attended to further enhance knowledge and understanding, in order to take practice and children's achievements to the very highest level.

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 activities and resources for the children in her care. By using open-ended questions, the childminder skilfully challenges the children's learning, so that they make good progress in their learning. For example, when children construct an alphabet floor puzzle, the childminder asks them to describe the texture of the foam shapes and to think of words that begin with the phonetic sounds of the letters as they are placed in the puzzle. Children have free access to story books and arts and crafts materials and enjoy making marks on a blackboard with chalk. By allowing the children free and spontaneous access, the childminder is able to shape learning using the children's interests. For example, when younger children select a book about babies, the childminder points out body parts before encouraging them to find and name their own eyes, ears, mouth, hair and toes. Children often go for walks in the local park and collect natural objects, such as leaves and twigs that the childminder uses with the children for craft activities, for example, printing and collage. While at the park or playing in the garden, children are encouraged to run, climb and balance. The childminder has a good understanding of how children learn and consistently uses information gained through day-to-day observations of their progress to shape activities, so that they are suitably challenged to make good progress.

Over a number of years, the childminder has built up a good relationship with staff at the local nursery and primary school. She has observed some of the routine activities within these settings and incorporates these in her daily activities. For example, children enjoy placing the days of the week and weather description on a calendar. By attending regular messy play sessions at the local children's centre, children learn to share resources and adult support to help prepare them in their next stage of learning at nursery or school.

The childminder quickly establishes good relationships with both children and their parents. When children first visit the childminder, parents give information about daily routines, interest and developmental stage. This helps the childminder to provide appropriate activities to move children to the next stage in their progress. By using daily diaries, the childminder ensures that communication channels with parents are maintained, particularly when children are collected by other family members. Parents are encouraged to talk to the childminder about their child's progress and regularly read the observations and records maintained by the childminder. Through discussion, the childminder is able to give parents ideas to support children's further learning at home.

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

The childminder creates a stimulating and secure environment for the children to grow and learn in. By maintaining consistent boundaries and encouraging children to share and turn take, they behave very well. Children feel emotionally secure as they share a good bond with the childminder, which, in turn, encourages exploration and active learning, so that they make good progress in their learning and development.

Parents play an important role in providing information about their children's care needs, so that the childminder can be consistent in daily routines, such as naps, potty training and weaning. As children grow and are preparing to move to nursery or school, the childminder works with parents and setting staff to share information about the children's progress to help make the transition process smooth for all concerned.

Children are encouraged to make healthy choices, including taking regular exercise, playing in the fresh air and choosing a varied and nutritious diet. The childminder encourages children to independently carry out self-care activities, such as hand washing. Through play and exploration, children are able to take developmentally appropriate risk while the childminder teaches them how to stay safe. For example, children gain knowledge about road safety on their walks to the park and nursery.

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

The childminder is a positive role model who guides the children to promote their awareness of how to stay safe. She has well-thought out procedures to keep children from harm and is clear who to report any concerns to, in order to promote safeguarding. Children are encouraged to discuss any concerns they have with the childminder and they are made aware of who else they should go to if they do not feel safe. The childminder keeps a record of all visitors who call at her house when the children are there.

The childminder maintains accurate information about all the children's development to help her shape daily activities with them. This enables the children to make good progress in all aspects of their learning. To further enhance and build upon her already good practice, there is scope for the childminder to attend a wider variety of local courses, to gain further ideas about how to take her practice and children's achievements to the next level.

The childminder has very strong, positive relationships with the children's parents. This helps to maintain a two-way flow of information about the children's progress. Parents can text and telephone the childminder during the day, to establish how their children are at anytime. Through questionnaires and evaluation sheets, parents show their satisfaction about the care the childminder gives their children. Any concerns are quickly addressed. The childminder works well with other settings that the children attend. Upon gaining parental consent, information regarding the children's progress is shared with other settings, so that everyone involved in the children's welfare is aware of their learning and development. Consequently, any gaps in progress can be identified and addressed quickly reducing the possibility of significant delay.

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	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

Unique reference number	105132
Local authority	Luton
Inspection number	876133
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	08/09/2008
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, 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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