

Inspection date	20/03/2014
Previous inspection date	23/07/2009

The quality and standards of the early years provision	This inspection:	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

- The childminder has a strong understanding of how children learn through play. She provides interesting and challenging toys and resources for children. Good play provision ensures children are prepared and ready for the steps in their learning.
- The childminder has highly effective strategies in place to engage all parents so that children's individual learning and care needs are met very well.
- The highly motivated childminder continually updates her own professional development. She regularly monitors and evaluates her own practice taking into account the views of the parents and carers, and the children. As a result, further improvements are being made to her already good practice.
- Robust management systems are in place to ensure children are kept safe and their well-being is promoted effectively. She has strong knowledge of safeguarding procedures, therefore, children are protected.

It is not yet outstanding because

- There is scope to further encourage children's thinking and language by building on the already good teaching during play to so that children can make excellent progress.

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 garden 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, 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 recorded in written questionnaires, reference letters and learning records.
- The inspector reviewed the childminder's self-evaluation form.

Inspector
Elke Rockey

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 11, six and two years in a house in Luton. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has fish as 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. She collects children from the local schools and pre-schools. There are currently 10 children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 6.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- build on the already good open questions and narration of play to further promote children's thinking and language skills.

Inspection judgements

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

The childminder has a very strong understanding of child development and how to promote children's learning. Precise assessment and regular observations are used effectively to build on children's prior skills and knowledge. Observations from the children's learning records are fed into the planning demonstrating how the childminder supports children's next steps in their learning. This means children make good progress in their learning. The childminder works closely with parents from the start to find out what their children are interested in and what they can do at home. This learning partnership is ongoing as children's records are shared regularly with parents. Parents comment that they are happy with the activities provided by the childminder. Detailed information is exchanged daily about what children have been playing and learning. Updates on interests are completed termly by the parents so the childminder is planning for children's current interests. This ensures children are motivated to learn. The childminder has completed and shared with parents the progress check at age two for relevant children. This supports the identification and targeting of future learning.

Children are encouraged to make choices in their play as they move around the home indoors and outdoors. Children have opportunities to explore different ways of doing things and have time to develop these explorations. Outside, the childminder has placed coloured stones in a big tub full of dirt. Children dig with spades enthusiastically. The

childminder labels colours and counts the stones growing children's awareness of mathematical concepts. The children spend some time digging and develop this play further by filling and emptying a trailer with dirt. This fosters their concentration skills and physical coordination while using tools. Children are being well prepared for future learning, such as at pre-school or school. They are developing high self-esteem as the childminder values their efforts. For example, when a child names the colour of a stone incorrectly, she tells them it was a good try. The childminder is extremely enthusiastic with praise when children label the colour correctly. The childminder supports young children's communication and language skills very well. As children role play with a builders set the childminder extends vocabulary by naming the tools. Children bang hammers and turn screwdrivers experimenting with how the tools work and where they fit on the workbench. The childminder promotes problem solving skills by asking children how to make the tool fit and allowing them to test their ideas. Actions and sounds are labelled which children repeat practising their speaking skills. However, not all teaching consistently invites this high quality practice of language and thinking skills.

Children's creativity is developed as they use a range of props to imagine with. For example, a hat turns a child and childminder into firefighters as they march around the house to fight the fires. Children express themselves musically as they bang drums and shake maracas while singing. Literacy skills are being developed as they are interwoven into play for young children. For example, children choose songs they would like to sing from pictures in a book. Children have access to high quality resources and are able to use them freely. They competently operate technological equipment and show the childminder how the small buttons work. The childminder listens attentively building children's confidence and allows children to practise their finger control. Ideas to support learning at home are shared with all parents. Other providers who care for children are engaged to exchange information about what they are providing for children. The childminder uses this information to build upon children's experiences. For example, looking at festivals and local carnivals is helping children to gain awareness of the cultures around them. This strong partnership working offers children continuity of education.

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

Children make strong attachments to the childminder. The flexible settling-in process means that children become familiar with her before attending. This also means that children are happy and ready to learn. Children demonstrate good attachment to the childminder as they involve her in their play. Information is exchanged regularly with all parents verbally, via communication diaries and learning records. Vital information is recorded and discussed daily. For example, sleep routines and toilet training. The childminder supports children for upcoming transitions effectively, therefore, fostering their personal social and emotional development well. For example, when children move on to other settings, the childminder parents and the new childminder work together to ensure children are comfortable. Information is shared to ensure children's needs are met effectively during this time of change. As a result, children are being prepared emotionally for any future learning from an early age.

Children are learning to keep themselves safe. The childminder reminds children to be careful as they walk down steps in the back garden by themselves. Before stepping down the larger bottom step, children reach for the childminder for support. This demonstrates their awareness of being able to calculate risks at an early age. Independence is promoted very well. Young children are developing a 'can do' attitude as the childminder enthusiastically encourages them to participate in self-care tasks. For example, she verbally encourages children to put their coat on before helping. She further encourages them to do up their coats as this is a task they are competent with and will achieve. Praise is given and building high self-esteem and a positive self-image. Children behave well highlighting their feelings of security. Their positive behaviour is valued by the childminder. The childminder is calm and responsive to the children helping them to understand boundaries in a secure environment. For example, the childminder sensitively explains why it is not safe to jump on the sofa and children immediately change their behaviour.

Children are learning about how to develop healthy lifestyles. A nutritious, healthy menu is on offer. Dietary preferences are taken into account. Opportunities for outdoor play and fresh air are taken daily at the children's preference. The children are able to practise their physical skills in the garden using the ride-a-long resources and climbing up and going down the slide. This encourages their physical development. Good hygiene is promoted as children follow routines cooperatively. For example, they sing a washing hands song and are interested to find their own towel with their photograph attached to it. This also shows the children's sense of belonging. The childminder herself is a good role model as she uses gloves to change nappies and ensures ill children do not attend preventing the spread of any possible cross infection. As a result, children's good health is promoted. Children have opportunity to lead their own learning as a vast array of resources are labelled and well organised. Children are able to assert their preferences as they access toys in the playroom or choose to play in the garden throughout the day. The wide range of resources promotes all areas of learning very well.

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

The childminder demonstrates an excellent understanding of her responsibilities to meet the Statutory framework of the Early Years Foundation Stage. She carefully monitors all areas to check that the provision meets all requirements and is, therefore, promoting children's health, welfare and development. Her strong knowledge of safeguarding ensures children are protected. She understands the need to record and report any concerns immediately, likewise for the procedures regarding allegations. All policies and procedures are shared with parents, underpinning the professional relationship. These are regularly reviewed. There is comprehensive paperwork in place which ensures children's safety. For example, records of attendance are up to date and fire drills are carried out monthly and recorded meticulously. This means that if there was an emergency, everything is in place to keep children safe. Additionally, the childminder has current first-aid certificate. Children's information is kept confidentially. All areas of the premises and outings are thoroughly risk assessed. Furthermore, resources are also reviewed for safety.

in order to minimise risks and protect children from harm.

The childminder is currently working towards her qualification giving her a good underpinning knowledge to her already very good practice. Several refresher courses have been attended which means her practice is up to date. The childminder has high expectations of herself by constantly reviewing what she can do to improve the children's experience in her care. Parents' and children's views are gathered through questionnaires, drawings and the 'bright ideas box'. For example, children said they love desserts so the childminder has ensured a range of healthy desserts on the menu. This drive for improvement ensure she is able to maintain her very strong practice, therefore, benefiting children.

The childminder works effectively with all parents and other providers. Information about children's care routines and learning achievements are exchanged regularly. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs. She works together with all parents to meet these needs. This provides a very good continuity of care and education for all the children she minds. The childminder has a good understanding of liaising with other agencies should children and families require support. Children's learning is monitored carefully using a local authority tracker tool. Each child's learning is evaluated and records kept of what children have learnt as well as their next steps. As a result, children make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY379080
Local authority	Luton
Inspection number	858518
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	10
Name of provider	
Date of previous inspection	23/07/2009
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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