

Inspection date	27/03/2014
Previous inspection date	29/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching methods are practical and well considered because the childminder has a thorough understanding of the Statutory framework for the Early Years Foundation Stage. She uses assessments of children well in order to plan activities that promote their good progress in all areas of learning.
- The childminder is committed to developing her practice. She reviews this continuously and efficiently prioritises improvements. This positive approach has contributed significantly to raising the standard of her work and thus improving children's welfare, safety and development.
- The childminder's good partnerships with parents support her in fully understanding each child. As a result, children are secure and have good relationships with the childminder.
- Children's communication and social skills are promoted well. They are included in discussions and are asked for their views, supporting them in learning to express themselves appropriately.

It is not yet outstanding because

- Opportunities for children to gain a greater awareness of the wider diversities of society are not always fully explored.
- Children's greater understanding of the relevance of all healthy lifestyle practices is not always promoted to the maximum.

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 viewed all areas used for childminding.
- The inspector talked with the childminder and the children present and observed activities with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult child in a house in Luton, Bedfordshire. The whole of the ground floor and the rear garden are used for childminding. 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. The childminder supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently five children on roll, three 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 6pm, Monday to Friday, except bank holidays and family holidays. 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:

- build on the opportunities for children to gain a greater understanding of the world with regard to the diversities in families, abilities and traditions
- enhance the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to hygiene and physical exercise.

Inspection judgements

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

Children are happy and make good progress in their learning and development. Since her last inspection, the childminder has attended training and has received practical support to aid her in improving her practice. She now has a confident knowledge of the Statutory framework for the Early Years Foundation Stage, enabling her to implement effective teaching methods. The childminder gathers a wide range of initial information from parents and now uses this to assess children's starting points. She observes children as they play, keeping a clear record of these observations. Using her knowledge of the areas of learning, the childminder now assesses these observations and references them to each area in order to develop children's next steps and thereby inform the daily planning. As a result, children are now offered daily activities and play experiences that interest and motivate them and promote their development in all areas. The childminder also reviews her planning to make sure that children are offered balanced opportunities to determine their own play and to participate in structured activities. Consequently, children are supported in playing an active role in their own learning and also develop the skills required in order to work with others. This prepares them well for school and their future

learning. The childminder communicates well with parents and they have regular opportunities to share updates about their children. For example, they record these as 'wow moments', which the childminder then adds to the children's assessments. The childminder also supports parents well in extending their child's learning. For example, she lends books and toys to take home, carefully explaining how to use them with each child.

The childminder supports children well so that they develop the skills to learn effectively. Her good planning and provision of resources mean that children's learning is extended and gently reinforced. For example, when out on a walk, children collect pieces of bark, stones, pine cones and leaves. When they return home the childminder helps them to use the posters to identify which trees the leaves are from. The children then feel the textures of the different items as they use them to make their own displays and collages. The good planning also means that children are offered opportunities to explore and experiment. For example, during an activity to make scones, the children feel the texture of the mixture and note how this changes as they add the wet ingredients and then cook it. Children are encouraged to explore and try new activities as the childminder allows them time for this, making good judgements about when to intervene. For example, young children have time to explore an interactive keypad before the childminder demonstrates the different functions. The children become engrossed and concentrate as they use the electronic pen to highlight words and letters. The childminder's good organisation and planning mean that children's love of books is extended. They visit the library regularly, choosing books to take home and learning how to take care of these so that they return them in good condition.

Children participate in a good selection of activities that promote their physical development. For example, they learn to balance and move with control as they use large play equipment in the garden and at the park. Children are offered appropriate opportunities to develop their awareness of diversity. For example, they read books and look at posters that give information about other ways of life. However, resources and activities are not always fully used to promote children's greater awareness of the wider diversities of society. Children are supported in developing their language and communication skills. For example, the childminder encourages them to explain what they are doing as they play. Children who use English as an additional language are supported well so that they make good progress in their learning and development. For example, the childminder works with parents to assess children's communication skills in their own language and then works to support the children in extending their English vocabulary. Similarly, children who have special educational needs and/or disabilities are offered relevant support. The childminder works closely with parents and other professionals involved with the children. This enables her to fully understand each child's needs and to determine the most appropriate way to support them whilst with her, ensuring that they are actively included in all activities and daily routines.

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

The childminder has good procedures to support her in gathering information from parents so that she is aware of children's needs and abilities. She actively uses this information to ensure that children are offered pertinent support and relevant activities.

The childminder's thoughtful organisation of her home helps children to feel comfortable and welcome. For example, each child has a peg to hang their coats and belongings as they come in. Children are involved in making decisions and are encouraged to express their opinions. For example, with the childminder's support, children answer simple questionnaires, where they give their feedback about what they like at the childminder's and what else they would like to do. The childminder acts on this feedback and extends the activities and resources. This supports children in developing a positive attitude to their play and learning. As a result, they are well prepared for the move to school.

New children quickly settle as the childminder works in partnership with parents, gaining a good understanding of each child's needs, preferences and normal routines. For example, she ensures that children sleep at the required time and puts out their favourite toys so that they feel welcome and comforted when they first arrive. This good understanding of each child supports children in feeling secure and they develop warm, trusting relationships with the childminder. For example, they naturally go to her for comfort when they are tired or unsure and laugh and giggle as she sings to them and joins in with their play. Children gain a good understanding of how to manage their behaviour. The childminder offers them practical explanations that help them understand the effect that their behaviour has on others. This area is further supported as the children have worked with the childminder to develop their 'golden rules'. These help children to understand the boundaries and expectations and have been shared with parents in order to ensure a consistent approach.

Children are offered support and encouragement in developing their self-care skills. For example, they enjoy helping to set the table for meals and young children learn to feed themselves. Children's health is promoted as the childminder ensures that all areas are clean and fit for use and has introduced procedures to make sure that these areas are well maintained. Children gain a reasonably good awareness of the importance of healthy lifestyle choices. For example, their understanding of healthy eating is promoted as they discuss this, referring to colourful posters and talking about why it is important to have five fruits or vegetables each day. However, their wider understanding of health issues, such as, the effects of exercise and the relevance of hygiene practices, is not always promoted to the maximum. Good daily practice and ongoing explanations help children develop a thorough understanding of how to keep themselves safe. For example, they learn to use implements, such as, scissors and cutlery, safely and efficiently.

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

The childminder has made considerable progress since her last inspection. She adopted a positive approach to the improvement of her work, attending further training and actively using the support provided by the local authority Childcare Advice and Support Officer. She has carried out a full review of her practice and has addressed all actions raised at the previous inspection. She formulated practical action plans to support her in setting and achieving clear targets for improvements. The childminder then competently prioritised the actions she needed to take in order to address the most significant areas first. This has led to substantial improvements in the provision for children. For example, the assessment

and planning procedures have been revised so that these now clearly identify children's learning needs and enable the childminder to plan relevant activities to meet these. Children's welfare is consistently promoted because arrangements for safeguarding are thorough. The childminder has refreshed her training in this area and demonstrates a good understanding of the process to follow should she have any concerns about a child. This area is further supported as the childminder has chosen to have written safeguarding procedures and has supplemented these with a file of additional supporting information. Children's safety is well considered as the childminder carries out regular risk assessments of all areas of the home and of outings. She also ensures that she has all required documentation relating to children, keeping this up-to-date and ensuring that it is accessible for inspection.

Through attending further training and utilising the support offered, the childminder now has a good understanding of the Statutory framework for the Early Years Foundation Stage. As a result, she regularly reviews her policies and daily procedures to ensure that these support her in meeting all legal requirements and in promoting children's health, safety and welfare. The childminder shows a genuine commitment to attending further training in order to continue to develop her practice. This has a positive impact on children. For example, following specific training, the childminder has introduced more resources, such as interactive keypads, toy telephones and weighing scales, which extend children's understanding of the uses of information and communication technology. The childminder has developed practical monitoring procedures that support her in assessing children's progress and identifying any areas where they require additional support. The childminder now evaluates all areas of her work. She informs this review by seeking feedback from children and parents, enabling her to build up a comprehensive overview of her strengths and weaknesses. She then uses this information to plan further improvements. For example, the childminder has booked further training in order to extend her knowledge so that she is able to provide funded early education for two-year-old children.

The childminder now has good procedures in place to support partnership working with other people caring for the children. For example, she visits the pre-school and receives their newsletters in order to find out about their current planning. She then uses this information to plan complementary activities that extend children's learning. The childminder's regular use of her local children's centre has given her a clear understanding of the roles of other professionals. Therefore, she would be able to seek additional help for children should the need arise. The childminder builds and maintains good partnerships with parents. She keeps them well informed of their child's daily activities and progress. For example, they book regular sessions where they review their child's assessment records and help plan their next developmental steps. Overall, the childminder's positive approach has contributed significantly to improving her practice and achieving a higher inspection grade. As a result, children are now cared for in a healthy, safe environment where they are offered a wide variety of play experiences that promote their 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
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	105163
Local authority	Luton
Inspection number	933659
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29/07/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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