

Inspection date	10/03/2014
Previous inspection date	23/04/2010

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

- Teaching is good because the childminder works closely with his experienced co-childminder. They plan interesting experiences to capture children's imagination. As a result, they are making good progress in their learning and development.
- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and attachments with the childminder and his co-childminder. There are appropriate safeguarding procedures in place to protect them.
- Partnerships with parents are effective because the childminder supports them to actively contribute to their children's learning. They add to initial assessments and they are encouraged to add their views to children's learning.

It is not yet outstanding because

- There is room to improve opportunities to enhance children's independence and self-care skills during lunch and snack times.
- There is scope to support younger children's communication and language skills further by using visual aids and more open questions during children's imaginative play.

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 spoke with the childminder, his co-childminder and the children at appropriate times throughout the inspection.
- The inspector looked at a range of children's assessment records and planning documentation. She also checked evidence of suitability for all adults living on the premises.
- The inspector observed children during their play and during lunch and a snack time. She also observed the interactions between the children and childminder.
- The inspector took account of the views of parents provided in written form.

Inspector

Maura Pigram

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He co-childminds with his wife who is also a registered childminder. They live with an adult child and a child aged 16 years in a house in Luton, Bedfordshire. The whole of the ground floor, which includes a cloakroom and a bedroom on the first floor are used for childminding. There is an enclosed rear garden for outdoor play. The family have a duck as a family pet.

The childminder attends age-appropriate groups with children. He takes and collects children from the local schools and pre-schools. There are currently seven children on roll who are in the early years age group and attend for a variety of sessions. The childminder also cares for older aged children. He operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of a local childminding group.

What the setting needs to do to improve further

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

- provide further opportunities for children to be involved in the preparation and serving of food and drinks so that their independence and confidence in their own abilities can be extended
- extend the focus on communication and language development, for example, by using visual aids and open questions more during imaginative play so that children's language skills are further enhanced.

Inspection judgements

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

The childminder ensures children have good opportunities to engaging in challenging and appropriate activities. He works very closely with his experienced co-childminder to ensure children are offered rich and varied activities. These are based on good observations of children's learning during play and discussions with parents. This ensures that children make good progress from their starting points. Children's achievement and progress are recorded in detail in children's journals and include regular summaries of their learning and development. These are regularly shared with parents and they are encouraged to share what their children do at home. This contributes to supporting children's learning

and the two-way flow of information between the childminders and the children's parents. The childminder has high expectations of children. He provides a running commentary as children play. In addition, he routinely uses sign language which further supports younger children's emerging language skills. The childminder sits on the floor engaging in children's play as and when necessary to support their learning. For example, he helps children recall events, such as outings on buses that they have experienced together. These outings are well managed so that every opportunity is taken to promote children's learning. This promotes children's understanding of the world around them. Good use is also made of the local community and places of interest further afield. For example, children attend age-appropriate groups; visit the library, the zoo and the seaside.

Children show that they are active learners as they freely help themselves to resources set out for them. They demonstrate that they have good levels of self-esteem and are confident to make independent decisions during their play. The childminder provides positive support and encourages children 'to have a go'. For example, children have great fun when they help to 'make snow' using a recently purchased resource. They help to mix the dry material with water and become fascinated with the changes that take place. They excitedly exclaim 'look, we made snow'. As a result, children's learning and curiosity is promoted. The childminder introduces new words to the children, such as sticky and slimy. This helps them to make connections in their learning and supports children's language skills. The childminder asks some open questions to extend children's learning. Visual aids are also not consistently used to further support children's curiosity. Younger children enjoy playing with spaghetti which is placed in a large tray on the floor. This means that they are fully included in activities. They also love playing with the wide range of telephones that are easily available. They learn to operate the interactive resources and pretend to telephone their family. This encourages children's curiosity and supports their emerging language.

The childminder has a close but professional partnership with parents. Information is gathered from parents when their children first start, about their routines, interests and individual needs. Initial observations of the children from when they start include parent's observations. The childminder and his co-childminder carry out regular observations and include the progress check at age two to ascertain children's individual needs. This enables the childminders to plan age and stage appropriate interesting experiences for children related to children's interests. Daily communication through discussions, questionnaires, diaries and the detailed learning journals means that children's changing needs are well known. The childminder assesses and monitors children's progress thoroughly across all seven areas of learning. Good use is made of various progress documentation available to the childminder. Consequently, children make very good progress towards the early learning goals and as a result, they are well-prepared for school when the time comes.

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

Children develop strong attachments with the childminder and his co-childminder. They are comfortable in their surroundings and show that they feel secure. For example, they

happily sit alongside the childminder during their play and meal times. The childminder records all required information and gathers all necessary written consents from parents. As a result, there is a continuity of care between the childminder and the children's parents. This helps children to make a comfortable and smooth transition from their home into the childminder's care. The childminder has worked hard to create a stimulating, extremely well-resourced and welcoming indoor environment. This offers a wide range of different learning opportunities. This encourages children's independence and all round development. The conservatory is dedicated to the children's play needs and the lounge is used for quiet activities.

The childminder manages children's behaviour in a very positive way. The co-childminders are consistent with their messages that they give to children. They provide lots of praise for all tasks no matter how small. The childminder has a calm and patient manner and he gives children his individual attention. This helps to ensure that each child feels valued and special. Children clearly enjoy the childminder's company and are responsive to his support and reassurance. This contributes to supporting children's emotional personal, social development. The childminder takes children to the local school and nursery when he collects older children. Children are able to socialise with other children when they attend age-appropriate groups. This means that children benefit from being in different environments. This also supports transitions to other settings as children grow. Children are provided with ample opportunities to develop their physical skills both indoors and outdoors. They enjoy den building in the garden, riding wheeled toys, feeding the family duck and group games in the nearby field.

Children's understanding of safety is promoted at every opportunity. For example, when going on outings the childminder talks to children about keeping safe before they leave the house. In addition, discussions take place about how to keep safe when attending age-appropriate groups. This means that children learn how to keep themselves safe when they are away from the childminder's home. Children are able to take supervised risks in their play when they visit parks, build dens and visit soft play areas. Any accidents or incidents that occur are managed quickly and appropriately. This means that children are reassured and treated accordingly. Necessary documentation is always completed and parents are fully informed so that there is a continuity of care between all parties. Meal times are sociable occasions. Children happily sit at a table or highchair and good manners and self-care skills are encouraged. However, there is scope to involve children more fully in the preparation and serving of meals and drinks so that their independent skills are further developed. For example, children have fewer opportunities to pour their own drinks or to help in the serving of their food. Meals are freshly prepared and are balanced and nutritious. The childminders work closely with parents to ensure individual dietary needs are known. Posters related to food and cultural preferences provide opportunities for discussions about healthy eating. This contributes to children developing a good awareness of leading a healthy lifestyle.

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

The childminder and his co-childminder fully understand their role and responsibilities in relation to keeping children safe and secure. This inspection was brought forward following concerns raised about the childminder's ability to adequately supervise children. At inspection it was found that this was a one off incident and parents were informed. The childminders have reviewed how they operate so that this incident does not happen again. They work very well together and always carefully discuss how they will supervise and support children. Any changes necessary, such as additional risk assessments are quickly implemented so that children are as safe as possible. This contributes to the protection of children's well-being. Outings are managed well and detailed risk assessments contribute to ensuring children are safe. Any incidents related to the children's supervision and welfare are carefully discussed with parents. As a result, parents are well informed about the procedures taken to ensure their children are well protected. All policies and procedures, such as the safeguarding policy are regularly reviewed. The childminder is very aware of all issues relating to child protection and of the Local Safeguarding Children Board referral and recording requirements. He attends regular training to ensure his knowledge is always up to date so that children's welfare is protected.

The childminder has a strong commitment to developing his knowledge. For example, he regularly attends relevant training related to the Early Years Foundation Stage. This shows that he is committed to professional development so that further learning opportunities for children are provided. The childminder has a development plan which is regularly reviewed so that continuous development to his practice can be implemented. Parents and children's views are valued and obtained through discussions, questionnaires and observations. These are always included in the development plan and any suggestions are implemented. Individual children's progress is carefully monitored to make sure any gaps in learning receive additional attention. The childminder has an accurate overview of children's needs because observation and assessment systems are very effective in informing planning.

Partnerships with parents are positive and strong. Parents' written comments indicate their high satisfaction with the service the childminder provides. They say that the 'level of care is very good' and that the childminder is 'warm and caring'. A wide range of information is shared with parents prior to care commencing, so they are fully informed of the childminder's policies and procedures. The childminder has a good understanding of working with other settings and professionals to ensure good continuity in children's learning and development. There are no children with special educational needs and/or disabilities attending. However, the childminder values partnership working and the impact this can have on children's welfare and learning.

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	EY241653
Local authority	Luton
Inspection number	959013
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	23/04/2010
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

