

<b>Inspection date</b>	10/03/2014
Previous inspection date	23/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Children enjoy a broad range of learning experiences both in the setting and outside. This is supported by the childminder's effective teaching. As a result, children are making good progress in their learning and development.
- Children are happy and settled, they enjoy affectionate relationships with the childminder and her 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 are encouraged to add their views to children's learning.
- The childminder is very well organised, she exceeds requirements with regard to the documentation she keeps. She demonstrates a commitment to continual professional development. As a result, children benefit from knowledge gained and the purposeful activities that she provides.

### **It is not yet outstanding because**

- 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.
- There is room to improve opportunities to enhance children's independence and self-care skills during lunch and snack times.

## 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 kitchen and discussed these observations with the childminder.
- The inspector looked at children's learning and development folders. She discussed how these are used to promote and monitor children's learning.
- The inspector checked evidence of suitability and qualifications of the childminder and her co-childminder. The inspector also discussed her self-evaluation and improvement plans.

## Inspector

Maura Pigram

## Full report

### Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She co-childminds with her husband 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 has a duck as a pet.

The childminder attends age-appropriate groups with the children. The childminder 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. She 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:

- 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
- 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.

## Inspection judgements

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

The childminder is very experienced and has a secure knowledge and understanding of how children learn and develop. The quality of her teaching is good and occasionally outstanding in terms of the rich and varied activities provided. For example, as children play with spaghetti, the childminder skilfully refers to the 'big' and 'small' dinosaurs they are using during their play. This promotes children's early awareness of mathematical language by comparing sizes. She extends their sensory experience further by introducing the concept of making 'snow' using a recently purchased resource. The childminder explains how many scoops of the dry material are needed to 'make the snow'. Children count the scoops and become fascinated with the effect that this has on a bowl of water. This aids young children's learning and promotes their curiosity further. They giggle

together as they experience this new texture. Discussions take place related to the children's sensory and imaginative play. This supports children's language skills and they develop good levels of self-esteem. The childminder and her co-childminder provide a running commentary and often use sign-language to help children make connections in their learning. However, they do not routinely use visual aids or extend questions at these times, so that older children have further opportunities to express their thoughts and ideas. This means, at times, the good quality learning that takes place is not as sharply focused. Younger children enjoy exploring the contents of a treasure basket. They kick soft balls and use a variety of brushes during their imaginative play. This encourages children's curiosity and provides them with opportunities to safely explore their surroundings.

Children are making good progress in all areas of learning because the childminder has high expectations of what they can achieve. She clearly enjoys this area of her work and demonstrates much good practice. The childminder and her co-childminder use children's individual interests to extend their learning. For example, they know each child well and ensures activities selected are linked to these. Children demonstrate that they are active learners as they explore the resources set out for them. For example, they concentrate on filling various child-sized pots and pans with spaghetti. They confidently use real cooking tools and play tools in their imaginative play. This supports their hand-eye coordination and provides them with further skills as they move on in their learning. The childminder extends children's knowledge about a wide range of purposeful activities. For example, they use the local community well, such as visiting the library and age-appropriate groups. This also prepares them for the next stage in their learning, for example, when they start pre-school or nursery. In addition, they go on visits to other places of interest, such as the zoo and the sea-side, to promote children's learning. This means that there are plenty of opportunities for children to see and mix with others. These outings contribute to helping children develop an understanding of the world around them.

The childminder's extensive documentation provides a good record of children's learning as part of the assessment of their progress. The childminder and her co-childminder carry out regular observations. This includes the progress check at age two years to ascertain children's individual needs. Information from parents about their child's abilities, likes, dislikes and interests are gathered at the start of the placement. Regular questionnaires, diaries and detailed learning journals means that parents are very well informed and involved in their children's learning. In addition, initial observations of the children from when they start includes parents' observations. This enables the childminders to plan age and stage appropriate interesting experiences for children. They assess and monitor children's progress thoroughly across all seven areas of learning. Good use is made of various progress documentation. 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 her co-childminder. They chat happily during their play and mealtimes, showing that they are confident and secure.

The childminder is confident in using sign language. As a result, younger children who use this form of communication can express their needs. 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. An extensive range of good quality resources and activities are provided for the children. These are suitable for the age and stage of children attending and are rotated to meet individual interests and needs. The conservatory is dedicated to the children's play needs and the lounge is used for quiet activities.

The childminder manages the children's behaviour in a very positive way. For example, she is calm when speaking to children; she praises them and uses various techniques, so that they learn to play co-operatively together. For example, young children are encouraged to roll a ball to each other and happily do this with good support from the childminder. Older children take part in purposeful activities to help them learn the skill of turn taking. The co-childminders are consistent with their messages that they give to children. They provide lots of praise and ensure children are busy and engaged. As a result, they behave well and are confident to 'have-a-go' and try new learning experiences. Children are able to socialise with other children when they attend age-appropriate groups. This contributes effectively to preparing children for the next stage in their learning, such as mixing with others when they start school. Children are provided with ample opportunities to develop their physical skills, both indoors and outdoors. They play in the garden, parks and enjoy group games in the nearby field. Children's understanding of safety is promoted at all times and in particular when on outings and walking to and from school. Discussions about keeping safe takes place at every opportunity during the day and before children leave the house.

The childminder has also introduced clear routines and provides snacks and meals. These are freshly prepared and are balanced and nutritious. She works 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. Mealtimes are happy social occasions. They happily sit next to the childminders and chat about their day. 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 make choices about the drinks been offered or to pour their own drinks. The support children are given to get them ready for moving on to school is good. Children are taught to be independent in their self-care and this means that they can attend to their own personal care needs when they move onto school.

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

The childminder and her co-childminder fully understand their roles and responsibilities in relation to keeping children safe and secure. 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. This is also discussed with others, so that children are always safe. As a result, parents are well informed about the procedures taken to ensure their children are well protected. The organisation of working together are always carefully discussed, so that they are both well-deployed to supervise and support children. Any changes necessary, such as additional risk assessment information are quickly implemented, so that children are as safe as possible. This contributes to the protection of children's well-being. 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 her Local Safeguarding Children Board referral and recording requirements.

The childminder is very well organised and is passionate about providing high quality care for children. She supports her co-childminder well, so that all procedures related to children's welfare are followed. The childminder successfully fulfils her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. This helps to ensure children are provided with skills for their next stage in their learning. The childminder effectively uses her experience to ensure children have good learning opportunities and are well cared for. 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. She makes good use of child-related documents and childcare books, to support the good quality teaching that takes place.

Partnerships with parents are positive and strong. Progress checks at age two years are completed and summary reports of all children are shared with parents at regular intervals. Parents are encouraged to contribute to these records and the childminder provides advice and guidance to support children's learning at home. In addition, a chalk board is effectively used to inform parents about the children's day. The childminder has a good understanding of working with other settings and professionals to ensure good continuity in children's learning and development. The childminder evaluates her provision and values parents' and children's views. This is obtained through discussions and purposeful questionnaires. Targets set by the childminder and her co-childminder are realistic and shows that they are committed to continuous improvement.

### **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

<b>Unique reference number</b>	105151
<b>Local authority</b>	Luton
<b>Inspection number</b>	959010
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/04/2010
<b>Telephone number</b>	

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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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