

Inspection date	05/06/2014
Previous inspection date	19/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder teaches children about shape, colour and number. As a result, they are learning about mathematical concepts as they play.
- The childminder is aware of the need to work in partnership with parents. This supports children's learning and care needs.
- The childminder is aware of the signs and symptoms that would cause her concern with regard to safeguarding children. This promotes children's welfare.

It is not yet good because

- The childminder does not use her assessment of children's learning and development to plan activities that accurately meet their learning and development needs. This means that activities are not sufficiently challenging.
- The childminder is unfamiliar with what action to take if there was an allegation against herself or household members.

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 children's activities and spoke to the children and the childminder at convenient times.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector discussed children's assessment records and planning documentation.
- She also looked at 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.
- The inspector reviewed the provider's self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 1987 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 and the enclosed rear garden are used for childminding. The childminder collects children from the local schools and pre-schools. There are currently four children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the ways in which the individual needs, interests and stage of development of each child are used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- update knowledge of safeguarding, in order to understand and develop procedures for taking action in the event of an allegation against the childminder or a member of her household.

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

- build on ways to encourage children's language development by including the use of open-ended questions.

Inspection judgements

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

The childminder has an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. She provides activities for children across the areas of learning, with particular emphasis on communication and language. These activities are broadly linked to children's interests, which means that they generally enjoy what is on offer. The childminder carries out regular observations of children's activities and interests, but because these observations are not consistently used to plan precise next steps for the children, the activities lack suitable challenge. As a result, children make satisfactory progress in their learning and development, rather than good progress. The childminder models language consistently, teaching children new vocabulary and reflecting back their utterances. As a result, children's confidence in their own communication grows as they are supported and understood. However, at times, teaching

is not well matched to children's needs. For example, while the childminder provides sensitive support and guidance during activities at the table, such as when children make marks with pencils and use play dough, she does not fully extend what they know and can do. This is because she does not consistently use open-ended questions or give children time to think and respond.

Children are provided with an adequate range of resources. The childminder teaches children to recognise their own name by looking closely at the letters on their name-cards. This supports the development of early literacy skills. Children learn to use pencils and pens to make marks and draw. This enables children to begin to express their ideas on paper and supports the beginnings of writing. The childminder teaches children how to roll out play dough, cut shapes from it and make moulds of animals. This supports children's physical development, as well as encouraging their concentration and perseverance. Children are generally engaged in play and they enjoy the resources that the childminder has provided.

The childminder provides verbal feedback to parents regarding what the children have been doing each day. She alerts parents to upcoming changes in activities, such as outings. She organises trips to the local woods, so that children can learn about different natural habitats and look for bugs. This supports children's understanding of the natural world around them. The childminder uses play situations to teach children to learn to count, recognise colour and shape. For example, she encourages children to talk about colour and shape as they roll out the play dough and then count the number of animals they have made. This helps children to learn mathematical concepts in a practical situation. Children have access to a small outdoor area. Here, they use the playhouse as a pretend shop. This supports their imaginative development. They develop their physical skills by playing with footballs and riding tricycles and scooters. The childminder takes children to music sessions at a local setting. This helps children to socialise and to express themselves through music and rhythm. The range of opportunities that the childminder provides means that children are motivated to gain some of the skills and knowledge required to prepare them for the next stage of their learning at school.

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

The childminder warmly welcomes children into her home. She provides favourite activities for children to help them to settle quickly. Children are comfortable in her presence, leaning into her for cuddles and reassurance. Since the last inspection, the childminder now has a more positive approach to managing children's behaviour. She understands that physical intervention is used only when absolutely necessary to prevent serious harm. She now ensures that discussions about behaviour are positive and supportive. For example, she explains to children that it is time to tidy up, so that they can leave for pre-school. As children understand the reason for tidying up, they generally cooperate. The childminder praises children when they have done something well. This raises their self-esteem and they learn to care for the environment. The childminder has a settling-in policy in place. This allows the children and their families to get to know her and to build attachments. In addition, parents can share information regarding children's interests and care needs before they start. The childminder provides parents with verbal feedback each

day with regard to the child's routines.

Since the last inspection, resources and toys are now stored safely and are labelled, so that older children can understand the contents. An area of the garden is now fenced off to make a safe space for children to use. Consequently, children have sufficient access to play opportunities indoors and outdoors. The childminder now has in place a routine for children's meals and snacks that fits in around their times at pre-school. Children have access to drinks at all times. This means that they learn to manage their own needs for nourishment and drink. Children learn about healthy eating as they discuss the contents of their packed lunches. They wash their hands after using the play dough and before eating, thereby, learning about good hygiene practices.

The childminder takes children to local outdoor areas. This teaches children about the benefits of exercise and fresh air. They are also able to take safe risks as they negotiate the pathways through the woods. Children develop their independence as they put their own shoes and hats on to go outside to the garden. The childminder ensures that children wear hats on a sunny day. This promotes children's welfare as they learn to keep themselves safe and protected from the effects of the sun. The childminder is aware of the need to support children's confidence, particularly at times of change or when they move to a new setting. The reasonable support that she provides to encourage children's independence and self-help skills means that they are adequately prepared for school.

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

The childminder has completed safeguarding training and she has a satisfactory knowledge of the signs and symptoms that would give her concern with regard to safeguarding children. However, she is not fully confident of what action to take if there was an allegation against herself or a member of her household. She is not aware of the need to report such concerns to the local authority designated officer. However, she is aware that she can contact other professional bodies for advice. Therefore, this breach of the safeguarding and welfare legal requirement has no overall significant impact upon children's safety. The childminder ensures that appropriate checks have been carried out on the adults who live in the home, to evidence that they are suitable to be in contact with children. She carries out regular risk assessments to ensure that her home, activities and resources are safe for children. She maintains her knowledge of how to administer first aid to children by undertaking regular training. Parents are given copies of the childminder's policies and routines when their children start attending. This means that they are aware of the childminder's expectations and how the children will be spending their time during the day. The childminder keeps contact details for each child's parents with her at all times, including details of any medical needs or allergies. This ensures that, in the event of an emergency, information is passed on promptly and parents are informed.

Since the previous inspection, when the childminder received a Welfare Requirement Notice and several actions to improve and three subsequent monitoring visits, the childminder has welcomed these visits and the support of the local authority adviser to address the issues raised. This has included taking measures to improve the safety of her

home. As a result, children are now protected from hazardous items indoors and in the garden. The childminder is aware of her responsibility to monitor each child's progress. She is aware of the need to work in partnership with parents to support children's learning and care needs. The childminder attends training to update her knowledge about the Early Years Foundation Stage.

The childminder is aware of the need to work alongside the children's pre-schools. She finds out what children are learning, so that she can support this further. The childminder has begun to carry out self-evaluation of her provision. As a result, she is aware of areas to develop that will benefit the children. Parents are encouraged to contribute to her self-evaluation through written questionnaires. Written responses from parents are positive and appreciative of the service that the childminder provides. The childminder demonstrates a positive attitude to improvement of her practice and demonstrates that she is receptive to professional support and guidance. This means that outcomes for children are continually improving.

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	105197
Local authority	Luton
Inspection number	963100
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19/08/2013
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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