

Inspection date	24 February 2015
Previous inspection date	12 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder effectively extends children's emerging language skills. She introduces words and concepts, such as rolling, pushing and squeezing, as children play with materials, such as dough.
- Partnerships with parents are strong. The childminder shares ideas with them to further extend children's learning at home. She lends toys and resources for children to take home, to promote further exploration.
- The childminder accurately tracks the progress that individual children are making. Through this, she quickly identifies any emerging gaps in children's progress so that plans can be put in place to maintain good progress in all areas of development.
- Children feel happy and emotionally secure in the childminder's care as she quickly builds up a trusting relationship with them. They seek reassurance and support from the childminder as they play. Consequently, children actively explore and make good progress as they learn.
- The childminder provides opportunities for children to independently solve problems. For example, children work out for themselves that a doll will not fit inside a small car. The childminder supports children to make good progress by enabling them to discover and learn at their own pace.
- The childminder effectively promotes healthy lifestyle choices and teaches children good hygiene habits. She teaches them to dry their hands on paper towels, and to put their used towels in the bin, reducing the risk of spreading germs.

It is not yet outstanding because:

- The childminder has a wide range of activities and resources to extend children's understanding of the world. However, occasionally younger children are not able to independently access an extensive range of natural resources.

What the setting needs to do to improve further

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

- enhance children's emerging investigation skills even further, for example, by extending the provision of natural resources, inspiring their drive to explore and experiment, as they discover the world around them.

Inspection activities

- The inspector observed activities in the childminder's house and talked to the childminder.
- The inspector viewed evidence of suitability of household members and a range of other documentation, including safeguarding procedures.
- The inspector looked at children's assessment records and the planning information.
- The inspector took into account the views of parents as recorded in written questionnaires and reference letters.

Inspector

Katrina Rodden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a warm and welcoming environment for children to play and learn in. She accurately assesses children's progress and uses their next steps to plan future activities to challenge children and move them on in their learning. Children gain the necessary skills in preparation for the eventual move to school. The childminder quickly identifies children's individual likes and interests so that she can use resources and activities that children are interested in. For example, younger children show an interest in identifying body parts, and so enjoy playing with dolls. They follow the childminder's simple instructions to blow the doll's nose, wipe her ears and tickle her toes. Children smile as they are praised for their achievements, encouraging them to continue to learn more about the body. The childminder has a large number of clearly labelled boxes for children to choose different toys. However, the childminder does not always provide very young children with easily accessible natural objects for them to spontaneously explore and experiment with. Consequently, their ability to independently learn about the world around them is not always promoted to the full.

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

The childminder takes children to play sessions at the local pre-school. This not only helps children build essential social skills, such as taking turns, but familiarises children with routines and practitioners in that setting. The childminder talks to children about starting pre-school or school and shares information about their progress with their new key person. Through this, children are effectively prepared for their subsequent move to pre-school or school. Children enjoy fresh air as they play in the childminder's garden and on their regular walks to the park. The childminder teaches children about road safety, suitable to their developmental stage and understanding. She reminds children to hold on to the buggy and to look and listen for traffic before they cross the road.

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

The childminder has a good knowledge of how to safeguard children. She is able to identify child protection concerns and has clear procedures, including who she needs to report any such concerns to. The childminder carries out rigorous daily checks in her home and garden to identify and manage any risks. In addition, she has clear procedures in place to keep children safe when they are on trips and outings. As a result, children play and learn in a safe environment. The childminder regularly reviews the quality of care and education she delivers through effective self-evaluation. She seeks written feedback from parents, pre-schools and local authority advisors, adapting her practice where necessary. She enhances her already good knowledge of the Early Years Foundation Stage by accessing relevant training courses and workshops. For example, she has completed training focusing on supporting two-year-old children so that she can extend their learning in the most effective way. Consequently, the childminder maintains high standards in the care and education she provides.

Setting details

Unique reference number	155806
Local authority	Luton
Inspection number	874984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12 February 2009
Telephone number	

The childminder was registered in 1998 and lives in Luton. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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