

Inspection date	01/12/2014
Previous inspection date	01/02/2010

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		1
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

- The quality of teaching is good. The childminder understands how young children learn. She accurately assesses their development and provides a good range of interesting and challenging experiences that meet children's individual learning needs. Consequently, children make good progress in their learning.
- Children develop excellent attachments with the childminder, who is very caring and attentive to their needs. This enables the children to explore the environment with confidence.
- Partnerships with parents are superb and ensure children's individual needs are identified from the beginning and are very well supported through their time at the setting.
- Children are kept safe in a safe and secure environment. The childminder demonstrates an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.

It is not yet outstanding because

- There are fewer resources made from natural materials available to the children, such as, wooden toys and different materials for the younger children and babies to explore.

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 talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of the childminder and household members, and a range of other documentation, including safeguarding procedures.
- The inspector took account of the views of parents.

Inspector

Jill Hardaker

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child in Luton. The whole of the ground floor, the bathroom on the first floor and the rear garden are used for childminding. The family has a cat as a pet. The childminder attends local toddler groups and childminder groups. She visits the shops, library and local parks on a regular basis. She takes children to and collects children from the local school and pre-schools. There are currently seven children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates from 8am to 6pm, Monday to Thursday, during school term times. The childminder 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:

- extend the opportunities for children to develop their senses further, and explore a variety of textures and materials, by, for example, providing toys and other resources made from natural materials, such as wood.

Inspection judgements

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

The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She knows children and their individual needs very well and provides a wide range of activities, which cover the seven areas of learning. This supports children to make good progress and helps them to take the next steps in their learning and development in preparation for starting nursery or school. Children are eager to engage in activities, and the childminder's effective teaching encourages children in their learning. For example, the young children notice the train set and are keen to investigate. The childminder supports them as they play, by making train noises and talking about where the train might be going. Furthermore, she extends children's interest by providing books about trains. The children enjoy pressing sound buttons on the books and this further extends this good learning opportunity.

The childminder gives children the freedom to choose toys and equipment from the good range of resources she offers. The younger children eagerly operate the activity toys. They spend a prolonged length of time working out how to twist levers and press buttons to make animals pop out of a toy. They smile and clap when they succeed and enjoy the smiles and cheers the childminder gives them. This encourages them to have another go, and consequently, children develop an understanding of early technology. However, there are fewer resources available made from natural materials, such as, wooden toys and

different textiles, for the younger children and babies to investigate. The childminder displays books at child height, so children are able to choose books to look at or to share with her. The wide range of books appeals to all ages of the children who attend, for example, factual books containing real pictures appeal to the younger children. The childminder provides a good range of outdoor resources; for example, she promotes children's physical development by providing ride on toys and balls, and a playhouse encourages children to play imaginatively outdoors.

The childminder completes initial observations of children to identify their starting points in learning and completes individual learning journals. These journals are informative, with lots of written information about children's experiences and development. Parents have access to their child's learning journals at all times and the childminder keeps parents verbally informed about their child's experiences on a daily basis. The childminder completes regular assessments of the progress that children are making, so that any gaps in children's learning are quickly identified and appropriate steps are put in place to close these. The childminder uses her effective links with parents well, to gather robust information about what children are doing and achieving at home. Therefore, children's full range of experiences are shared and taken into account when planning activities.

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

Children are extremely happy and have formed very secure attachments with the childminder, and as a result, they feel safe to explore their environment. The childminder is an excellent role model, showing respect for the children and supporting them very well. Children enjoy the security of routines and the flexibility to choose where and with what they want to play. The childminder warmly chats to children through caring routines, such as when nappy changing. She is aware of the signs that children are becoming tired and she knows the routine they like to follow to settle them comfortably for sleep. For example, she enables the young children to feel calm and secure by singing to them. All important information on children's care is shared extremely well between the parents and the childminder. This aids her in understanding each child's individual care needs. As a result, children are given exceptional care, tailored to their unique needs.

The childminder promotes children's good health very well through regular fresh air and exercise. For example, they use the garden and go for walks and visit nearby parks. These activities effectively support children's physical skills and development. Young children learn to manage their own personal hygiene, such as, knowing when to wash their hands before eating. The childminder provides an excellent range of healthy meals and snacks, and drinking water is freely available; this aids her in supporting children's good health. She carefully reinforces the importance of having a healthy diet, so children can grow and thrive. For example, the childminder has a daily fruit buffet available to all the children. They choose from a superb variety of fruit and the childminder provides them with tools, such as, safe knives, to enable children to prepare their own snack. Consequently, children are proficient in using tools for a purpose and are effectively learning how to lead a healthy lifestyle.

Children respond very well to the childminder's calm and patient manner. She gives them

her full attention, which builds their self-esteem and confidence. Children behave well because the childminder is an excellent role model, treating them with respect. They are confident to approach the childminder when they need help and they receive warm cuddles when they need reassurance. The childminder supports children very well to develop the confidence and necessary skills they need as they move on to the next stage in their learning, such as nursery or school. For example, she encourages young children to feed themselves and to share resources and take turns as she plays with them. They learn to use the range of resources available to them with increasing skill and are becoming confident to take risks and challenge their own abilities. This ensures children are confident, independent learners who are emotionally equipped with the skills they need for their future learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded as the childminder has a good understanding of her role in protecting children. She has completed training relating to safeguarding issues and is well informed of the actions to take should she be concerned about a child in her care. In addition, all adults living on the premises have been vetted to assess their suitability. This helps to promote a safe environment where children play and learn. The childminder has completed risk assessments and carries out regular checks to ensure that hazards are effectively identified and minimised. She holds a current paediatric first-aid certificate, and demonstrates she has the skills to give first aid treatment should the need arise. All documentation required to effectively safeguard children and support their welfare is in place and up to date, including children's details and a record of attendance.

The childminder monitors and evaluates the progress of children in her care. She completes tracking sheets, which ensures that she has a good understanding of children's overall learning and development. This information is used to plan enjoyable activities for children across all areas of learning. Self-evaluation is good because the childminder is positive about developing her practice. She attends relevant training events to develop her understanding of good quality childcare. In addition, the childminder has successfully addressed the recommendations raised at the last inspection. This demonstrates a positive attitude towards continuous improvement and promotes opportunities and experiences for all children who attend her setting.

The childminder has good working relationships with parents of the children that she cares for. She shares information about children's learning and development with parents in a variety of different ways, including regular face-to-face meetings and through text messages. The childminder also encourages parents to read the written policies and procedures at the beginning of the child's time with her. This means that parents are well informed about the service she provides. The childminder seeks the views of parents and older children through questionnaires and uses this information to further reflect on her practice. She understands the importance of sharing information with other providers to promote continuity of care and learning. She does this by sharing information on children's

progress with other early years settings children attend. The childminder has effective links in place with other childminders through a network group. This enables her to have peer support and to share good practice. Her close links with the local children's centre ensures she is able to signpost parents to specialist services, if required.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY395655
Local authority	Luton
Inspection number	859721
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	01/02/2010
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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