

Makwana, Hardik

25 Woodmere, LUTON, LU3 4DL

Inspection date

Previous inspection date

16/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The childminder establishes effective partnerships with parents, sharing information about the setting and their children's learning. This helps to keep them fully informed and involved and ensures children's individual needs are met well.
- Children make secure attachments with the childminder, which results in children who are confident and ready to engage in learning through play.
- Children's language and communication development is given high priority by the childminder. Along with good interaction and support, he provides many activities to encourage them to listen and speak and learn new words.
- The childminder promotes safety and well-being by ensuring a safe environment and by providing opportunities for children to explore their capabilities with appropriate support and supervision.

It is not yet outstanding because

- The garden is not used to its full potential at all times of year to extend and enhance children's learning.
- Opportunities for children to explore the sensory experience of colour and texture through a wide range of materials and media are not maximised.

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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 living room.
- The inspector spoke with the childminder at appropriate times throughout the inspection and made observations.
- The inspector looked at a range of documentation including children's development records, a selection of policies and children's records.

Inspector

Jane Mount

Full Report**Information about the setting**

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children, aged nine years and 12 years, in a house in Luton, Bedfordshire. The whole of the ground floor and the rear garden are used for childminding. His wife is also a registered childminder and they work together at the property. Both have equal responsibility for the childminding practice.

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The childminder is able to take and collect children from local schools, nurseries and pre-schools. There are currently seven children on roll, including one in the early years age group. The childminder operates all year round from 7am to 7.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- maximise opportunities for children to explore colour and texture to encourage and enhance their creative and sensory development

- extend opportunities for children to play and enhance their learning in the outdoor play environment.

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

The childminder understands that every child is an individual and ensures activities are adapted to meet the developmental needs of each child. For example, the childminder observes individual children in their play and assesses their achievements. He then plans future activities and play experiences which support them in their learning. The childminder knows the children well and uses this knowledge effectively to further support them in promoting their development. Purposeful relationships between the childminder and parents ensure children's learning needs are supported. For example, parents contribute to the initial assessments of children's starting points. They are then kept fully informed about their children's progress and achievements with regular discussions including opportunities to look at their child's development book.

Adult-led and child-initiated activities are well-balanced and encourage children to be active learners. They are interested in their environment and motivated in their play because of the support and guidance they receive from the childminder. He works closely with his co-childminder to ensure the indoor environment is organised with many resources at child height. This encourages children to make their own decisions as they can freely access the environment and make choices in their play. Toys and resources support children's developing needs and are led by children's interests and subsequently children are motivated in their play and are keen to explore. Children enjoy learning about the environment, such as when out walking they have many opportunities to talk about the weather and changing seasons. The childminder is enthusiastic about the outdoors

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and children regularly use the garden but the area is still under development and is not fully effective as a place for high quality learning experiences.

Children thoroughly enjoy using their imaginations as they dress up as super heroes and pretend to 'fly'. The childminder encourages children's curiosity in working out how to operate interactive toys. He encourages them to press the buttons and listen to the sounds made and realistic sound effects. This fosters their interest in using technology. Children's language and communication development is also effectively supported as the childminder supports children in their play, asking questions and engaging them in conversation. Children's literacy skills are promoted well and children enjoy regular visits to the library to select books to support their interests, such as stories about dinosaurs.

Children enjoy opportunities to express themselves creatively, such as drawing and playdough, but opportunities for children to use all their senses to engage in a full and varied range of messy play activities have not yet been fully explored. The childminder makes clever use of everyday routines to promote children's mathematical development. He skilfully uses play situations to introduce numbers and counting, such as when playing with trains the childminder talks about how many pieces of track are needed and they then count how many carriages can be pulled by the engine. The childminder encourages children to concentrate and persevere in their learning and this helps children to acquire the skills to be ready for the next stages in their learning, such as when they start to attend playgroup, nursery or school.

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

The childminder is a positive role model and secure relationships between the childminder, co-childminder and parents enable children to feel secure in their surroundings and confident in their play. All children and their families are welcomed into the childminding environment and the childminder knows each child well and makes sure they receive individual attention. Consequently, children form secure emotional attachments to the childminder and his family. Effective settling-in arrangements help new children to familiarise themselves with their surroundings and the childminder provides consistent interaction and support to children which promotes children's self-esteem. From an early age, children's independence is encouraged and they show enthusiasm for learning as they move around, making their own discoveries within the childminding environment. The promotion of independence helps to prepare children for the next stages in their learning, such as starting nursery or school.

Children are encouraged to develop healthy lifestyles. Children follow regular routines that help them to learn about good hygiene, such as hand washing before meals and snacks. Children develop positive attitudes to healthy eating because they are offered nutritious meals and snacks. They regularly discuss the benefits of eating a balanced diet and talk about the importance of eating the recommended five portions of fruit or vegetables a day. Plenty of fresh air and exercise keep children fit. For example, children are keen to participate in outings to children's parks and delight in learning how to ride a bicycle with support and guidance from the childminder. Music and movement sessions also promote children's physical fitness.

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Children are developing a good awareness of how to play safely. The childminder encourages them to think about potential dangers, such as playing too near to the swings when in the park and the importance of taking it in turns to go down the slide. Children develop a good understanding of how to behave kindly towards others because the childminder teaches them to be thoughtful and considerate. Children behave well as the childminder provides clear guidance about what is acceptable behaviour. Children feel valued and develop a strong sense of achievement as he boosts children's self-esteem by using regular praise and encouragement as a strategy for managing behaviour.

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

This is the childminder's first inspection since registering and he is committed to fully implementing the requirements of the Statutory Framework for the Early Years Foundation Stage. He has worked hard to ensure he has a secure knowledge of the framework and this is reflected in his good practice. He works in close partnership with his co-childminder, who is his wife and they work extremely well together as a team. The childminder understands the importance of professional development and has enjoyed the training he has completed so far. He wishes to continue developing his practice and has identified further training to develop his knowledge and which will have a positive impact on children.

The childminder has good organisational skills and he has established some effective procedures to monitor the service he and his wife provides. For example, a self-evaluation system has been introduced and this is being used as a robust way of reviewing and evaluating practice. Along with this, an effective system for monitoring of the educational programme is in place to ensure children are making good progress in their learning. The childminder has found it beneficial in helping to clearly identify priorities for future development. He is also proactive in seeking the views of parents and they speak highly of the childminding service. Children's comments are also positive.

The childminder is fully aware of his responsibilities with regard to safeguarding children and their welfare is fully protected. Children's safety is paramount and the environment in which children are cared for is safe. For example, the childminder carries out risk assessments to ensure potential hazards are identified and minimised. All required documentation is in place and maintained well to support the smooth running of the setting and to promote children's care, learning and development.

The childminder values the positive relationships he has with parents and the contribution this makes to ensuring children's needs are met well. He works in close partnership with parents to provide an inclusive environment with effective communication systems to share information. For example, as well as daily verbal sharing of information, the use of texts and emails ensure children's needs are fully supported. Daily diaries are also given as a way of sharing and exchanging information with parents. The childminder liaises with other early years settings that children in his care attend, such as the local school, and this promotes continuity in children's care and learning. Also, links with a children's centre

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have been made and very good partnership working with the local authority early years consultant supports the childminder and promotes children's care, learning and development.

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**

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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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.

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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	
Local authority	Luton
Inspection number	893312
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	Hardik Shantilal Makwana
Date of previous inspection	not applicable
Telephone number	07825839795

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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

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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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Piccadilly Gate
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M1 2WD

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