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|--------------------------|------------|
| <b>Inspection date</b>   | 15/10/2012 |
| Previous inspection date | 17/06/2010 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 3 |
| 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 are competent communicators with positive dispositions and attitudes to learning.
- Children are fully supported by the childminder to develop their independent skills. They demonstrate their confidence and good manners, taking care of each, showing consideration and helping each other whenever they can.
- The childminder takes the time to seek the ongoing views of parents and children enabling her to improve and develop her service in line with user needs.

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

- Planning does not consistently include the adaptation of activities in order to always ensure that children's individual learning needs and styles are being fully met.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main play areas.
- The inspector discussed documentation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability and the childminder's self-evaluation form.
- The inspector also took account of the views of parents and carers who had written letters for the inspection.

## Inspector

Lynn Clements

## Full Report

### Information about the setting

The childminder was registered in 1997. She lives with her husband and their two sons aged 15 and 18 years. They live in a residential area of Biggleswade, Bedfordshire. The children use the whole of her house for childminding with the exception of the dining room. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, of which five are in the early

years age group. The childminder offers care each week day, all year around. The childminder is a member of the National Childminding Association.

### **What the setting needs to do to improve further**

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

- enhance planning for children's next steps by adding more detail about how resources will be used to support continuing progress.

### **Inspection judgements**

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

The childminder provides a range of fun activities for the children to explore. She understands how young children learn through free-flow play and investigation. The childminder uses a range of supportive teaching techniques, such as facial gestures, audio and visual clues and intonation in her voice. This encourages the children's interest and participation. The childminder understands how to support the children to make progress across the seven areas of learning. She makes clear observations and identifies their next steps for learning. Planning is in place, although, detail about how resources will be used to support continuing progress is not fully reflected. This may hinder the childminder in making sure that children's individual learning needs and styles are being fully met at all times. Currently the children in this setting are working to expected bands with some making progress over and above that expected of their chronological age. Parents are fully encouraged to share learning which happens at home. This provides valuable information to the childminder enabling her to plan for the whole child, and not simply to what she sees in her setting. Parents enjoy the learning records which they review regularly. In addition the childminder talks with them at the time of placement and uses 'All about me' books. This provides the families with focussed questions and a specific place to record information which will aid smooth transitions for their child. It also allows the childminder to gauge the child's interests and starting points.

The childminder has high expectations of children's ability. This is reflected in the activities and opportunities she organises for them. It is also reflected in how she supports the children in her care. For example, she gives them time and space to think things through for themselves. Children warm to these opportunities and as a result they share their ideas with adults and chat away without fear of failure. Children's attitudes and dispositions to learning are very good. The childminder also supports 'Care for Learning'. This programme has been set up to help new parents get back into education. The childminder is very well organised and able to offer these type of care places at short notice. The childminder also

embraces technology, keeping parents informed about their child's progress. For example, she uses text messaging during the day. This offers parents an insight into their child's day which in turn helps them to feel settled in the work place. Older children are competent communicators, engaging in conversations and jumping eagerly from topic to topic. They demonstrate their growing understanding of numbers, as they talk about how old they are going to be on their next birthday then holding up the correct amount of fingers.

Overall children are supported extremely well in order to develop the skills they need to engage with learning, now and into the future. All children are making good progress given their capabilities and starting points.

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

During this inspection, it was clear to see the warm and caring bonds that have been established between the childminder and the children. They interact with the childminder asking her for things if they cannot find something they need. They also ask her advice when playing a game, about what might be best to use. The childminder makes sure that her house is safe and secure and this then enables the children to move around freely, developing their games and having fun. Whilst there is an exceptionally well-stocked play room which includes role play areas, nature table, construction and quiet area, the childminder encourages the children to use the whole of the downstairs area. This enables them to extend their games and move around freely, providing them with a variety of options. The children demonstrate that they care about each other, taking turns and being considerate when sharing toys or eating at meal times. Through their play they also show their caring and loving sides. For example, whilst bathing their baby dolls, they keep them safe and together, with the childminder, they talk clearly about keeping them warm and drying them properly so they do not get cold or sore.

Children develop a clear understanding about personal hygiene. For instance, they wash their hands at pertinent times or put their used tissues into the bin. Those children who are potty training are given the best possible support. The childminder takes the time to share story books about potty training, including those brought from home along with the books she has available in her setting. Children are fully supported in learning how to keep themselves safe and secure, both inside and outdoors. For example, fire evacuation is practised and they learn about road safety, stranger danger and being careful around dogs they do not know, whilst out and about. Behaviour is good and the consistent approach of the childminder makes sure that children receive clear and fair boundaries and are exposed to the positive role model of the childminder. The childminder provides a range of multicultural resources, posters and books. Visual aids are used widely in the setting, for instance, a reminder poster adorns the bathroom wall reminding the children how to wash their hands effectively after using the toilet. Babies and younger children receive very good quality care and attention with regard to hygienic nappy changing and feeding routines. The childminder takes the time to speak with parents prior to placement. At this time they share information about their child's medical needs, dietary requirements and other information including their likes, dislikes and care routines. This attention to detail helps with the inclusion of all children in the childminder's care.

Child-height storage enables the children to build on and develop their independence and self-help skills. They are confident and enjoy their time in the childminder's warm and well-organised home. They interact sociably with each other and play in harmony together. They enjoy social interaction during meal times where they delight in home-cooked meals and healthy snack options which have been prepared to meet their specific dietary needs and enable them to thrive. For instance, they sit together discussing what they are eating, what their favourite foods are or what the youngest child might like to try. Older children develop their understanding about healthy eating through discussions and cooking activities. The childminder provides a range of toys in her garden which encourage more energetic play. These opportunities, along with regular trips out and about enable the children to develop important physical skills, such as balance and coordination. All children can rest or be active according to their individual needs. Babies and very young children are also encouraged to move freely and have fun in this safe and caring family centred environment.

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

The childminder networks with other adults and childminders, sharing good practice and organising exciting educational trips and experiences for the children in her care. She works closely with development personnel from the National Childminding Association. This enables her to meet her responsibilities with regard to the learning and development requirements, along with the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder monitors the children's progress and identifies where any child may require additional support. She includes the families in this process which means that they can build on their own child's learning at home and share this with the childminder. The childminder currently has no children in the early years age group attending other settings. However, as soon as they are old enough, she will use a setting to pre-school diary. She has found this effective in the past, sharing information about what the children do in pre-school. This then enables her to build and extend learning in a positive and focussed way. Currently, all children are working and achieving well. However, the childminder does understand that this may not always be the case and therefore monitors progress to identify any gaps in learning which can be addressed immediately.

The childminder takes her professional development seriously, attending training course to update her practice and understanding of changes in legislation. This also means that the children are exposed to new ideas as the childminder remains fresh with new philosophies and concepts. The childminder has a clear understanding about safeguarding children from harm. She understands the signs and symptoms of abuse or neglect and knows how to report child protection concerns. A wide range of pertinent policies and procedures have been implemented in practice. These are shared with parents in order to promote the smooth running of her setting and provide positive experiences for the children. All documentation required by legislation is in place and well-maintained. The childminder risk assesses all child-accessible areas, enabling them to play in a safe and secure environment.

Parents report positively about the childminder's setting. They find her approachable and very helpful with advice and support. They state that the sheer volume of opportunities their children enjoy is astounding. For example, in addition to trips out and about, and to local toddler and early years groups, the childminder also took the children to see the Queen, much to their delight. Parents find that the childminder is trustworthy and that they feel safe when leaving their children in her care to go to work. They would recommend her highly to others for the quality service she provides. Older children who attend the setting during school holidays write about the activities they enjoy and how much fun they have when visiting her home. The childminder includes parents and children in her evaluation strategies. For example, parents complete questionnaires whilst the children talk with the childminder or write letters about what they enjoy doing or would like to do more of. The childminder finds that by including parents and children's views in her evaluations, she can also take account of their needs in order to tailor her service to meet user needs and remain sustainable.

### 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 | 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. 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.     |

## 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>     | 147083               |
| <b>Local authority</b>             | Central Bedfordshire |
| <b>Inspection number</b>           | 817906               |
| <b>Type of provision</b>           | Childminder          |
| <b>Registration category</b>       | Childminder          |
| <b>Age range of children</b>       | 0 - 11               |
| <b>Total number of places</b>      | 6                    |
| <b>Number of children on roll</b>  | 11                   |
| <b>Name of provider</b>            |                      |
| <b>Date of previous inspection</b> | 17/06/2010           |
| <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 that are usually their 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  
Store St  
Manchester  
M1 2WD

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