

Inspection date

24/03/2014

Previous inspection date

18/02/2009

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

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

- Teaching methods are good and are securely rooted in the childminder's thorough understanding of the Statutory framework for the Early Years Foundation Stage. She has a good appreciation of how children learn and makes effective use of opportunities to promote their development through their independent play and structured activities.
- Through her good communication with parents, the childminder gets to know each child well. This enables her to offer children the support they need and activities that interest and motivate them.
- The childminder is conscientious in the ongoing evaluation of her work and makes continuous improvements. As a result, children play safely in a stimulating environment, thus supporting them in building a positive approach to their play and learning.
- Children's communication and social skills are promoted well. The childminder's thoughtful interaction supports children in joining in with discussions and learning to express themselves appropriately.

It is not yet outstanding because

- There is further opportunity to develop the assessments so that these make greater use of parents' updates in order to enrich the activity planning.
- Opportunities for children to increase their greater awareness of the wider diversities of society are not always fully explored.

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 compulsory part 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.
- The inspector talked with the childminder and the children present and observed activities with the childminder.

The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Full report

Information about the setting

The childminder was registered 25 years ago and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house in Kempston, Bedfordshire. The whole of the ground floor and the rear garden are used for childminding. The family has two cats as pets. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 5pm, 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:

- enhance the assessment procedures and activity planning by making greater use of updates from parents about their child's learning and development at home
- build on the opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, cultures and traditions.

Inspection judgements

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

Teaching methods are practical and effective, supporting children in making good progress in their learning and development. The childminder has a thorough understanding of the Statutory framework for the Early Years Foundation Stage and combines this with her experience and knowledge of child development. This supports her in planning activities and play opportunities that promote children's development in all areas of learning. She collects a wide range of information from parents and uses this to assess children's starting points and monitor their progress. The childminder observes children as they play, carefully assessing this information to develop their next steps and inform the planning. She reviews the daily provision to ensure that children have balanced opportunities for independent play and to participate in structured activities. Consequently, children are encouraged to play an active part in their own learning and also develop their skills in working in partnership with others. This prepares them for school and future learning. The childminder communicates well with parents, enabling them to share daily news about their children. She also offers parents information about activities to try at home, thus supporting them in extending their child's learning. However, the childminder's assessments do not always make full use of all updates from parents about how their child

has been learning and developing at home. This means that she does not include this extended range of information in her planning and so promote children's development to the maximum.

The childminder helps children to develop the skills to learn effectively. She confidently enables them to develop their own play and then sensitively intervenes to extend this. For example, children have time to explore a painting activity, where they name the farmer and farm vehicles as they paint them. The childminder then offers them stickers and they become engrossed as they name the farm animals illustrated. They then go on to count the stickers and the childminder helps them to repeat their total and to count this up on their fingers. The childminder plans and provides resources that support children in developing their particular interests. For example, after noting that children enjoy watching the garden birds, the childminder introduces relevant books and simple sheets she has made that illustrate and name the different species of birds. The childminder's good interaction and activity planning mean that children's learning is extended and they have opportunities to observe and experiment. For example, during a cooking activity, children identify the numbers on the weighing scales, count the number of eggs as they crack them into the bowl and learn to pour and mix ingredients, noting how these change during the cooking process.

The childminder's good organisation means that children regularly participate in activities outside the home. These develop their awareness of their local community and offer them opportunities to interact with others and try new activities. For example, children enjoy attending toddler group, visiting the library and using the local bus to travel into the town centre. Children participate in a wide variety of activities that promote their physical development. For example, they enjoy music and movement sessions and learn to use the play equipment at the park, thereby helping them to develop their balance and coordination. Children are offered appropriate opportunities to develop their awareness of diversity. For example, when at the library they look at books that give information and positive images of other ways of life. However, resources and activities are not always used to the full to promote children's greater awareness of the wider diversities of society. The childminder's thoughtful interaction with children promotes the development of their language and communication skills. For example, children pretend to talk to the childminder on the telephone, eagerly discussing recent events and explaining what they have been playing with that day.

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

The childminder is sensitive to parents' needs and feelings and works well with them so that she understands their child's needs and abilities. She uses this information to inform the planning of relevant activities and resources and to ensure that children are consistently offered appropriate support. Children feel welcome and comfortable with the childminder as she ensures that toys reflect their interests and that these are easily accessible so that children can make choices about their play. This is further supported as the childminder has made a simple book illustrating other toys that are available and children look through this for further inspiration as they play. As a result of this thoughtful practice, children's self-esteem and independence are promoted and they are supported in

developing a positive outlook on play and learning. Therefore, they are well prepared for the move to pre-school or school.

The childminder's good understanding of each child is a significant factor in helping new children to settle. For example, she knows what their favourite toys are and makes sure that these are available as they come in, helping them to feel welcome and comforted. Her good understanding of each child also supports them in quickly developing warm, trusting relationships with the childminder. Children demonstrate that they enjoy being with her as they readily include her in their play and naturally go to her for comfort when they are tired. Children are supported well in understanding how to manage their behaviour. The childminder offers them practical explanations about this and encourages them to share and consider other people's feelings. She is aware that children follow her example and so acts as a good role model, showing care and respect for all.

The childminder's thoughtful daily practice supports children well in developing their self-care skills. For example, their drinks are accessible so that they can help themselves to them and the childminder makes sure that they have time to try putting on their own shoes and coats before going out. Children develop a thorough awareness of the importance of healthy lifestyles. For example, they talk about how exercise affects their bodies and why it is good to walk rather than use the car. Children's knowledge of healthy eating is promoted through practical daily discussions and activities. For example, the childminder helps them to make their own illustrations of healthy food options. Ongoing discussions and specific activities support children in gaining a good understanding of safety. For example, they talk about crossing the road safely and the childminder has made practical laminated cards that illustrate this, helping to reinforce children's knowledge.

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

Children's safety is well considered and consistently promoted as the childminder carries out practical risk assessments, ensuring that her home and the toys and equipment used for childminding are safe and well maintained. Thorough safeguarding arrangements mean that children's welfare is promoted well. The childminder regularly updates her training and has a good understanding of the process to follow should she have any concerns about a child. This area is further supported as the childminder has chosen to have written safeguarding procedures, reviewing these regularly to make sure that they include all relevant information.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage. She has been registered for many years but remains committed to continuing to develop her knowledge and practice. This has a positive impact on children. For example, she attends further training and meets regularly with other childminders, enabling her to keep up-to-date with any changes. This enables her to ensure that she consistently meets all legal requirements and so promotes children's safety, welfare and development. The childminder's practical monitoring procedures support her in assessing children's progress in each area of learning and enable her to

identify any areas where children require additional support. The childminder conscientiously evaluates her daily practice, actively seeking the views of children and parents to inform this. She, therefore, has a comprehensive overview of her strengths and weaknesses and can plan relevant improvements. A recent change is the addition of a paved area to the garden so that children can more easily access outdoor play in all weathers.

The childminder has good procedures for working in partnership with others caring for the children, thereby ensuring that their care is consistent and their development promoted. For example, she spends time at the local pre-school and talks regularly with children's key persons so that they can exchange assessment and planning information. The childminder attends activities at her local children's centre, giving her a clear understanding of the roles of other professionals. Consequently, she could seek additional help for children and their families should the need arise. The childminder builds sensitive, positive relationships with parents. This helps to ensure that children's care is always appropriate and that parents are well informed of their child's activities and progress. For example, the childminder completes detailed daily diaries for each child and regularly shares their assessment records with their parents.

The Childcare Register

The requirements for the compulsory 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. 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	219367
Local authority	Bedford Borough
Inspection number	865795
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	18/02/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

