

Inspection date

08/01/2013

Previous inspection date

23/10/2009

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

- Children make good progress in their learning and development because the childminder uses observation and assessment to create and follow individual learning plans for each child.
- Children develop confidence and meet their own self-care needs because the childminder offers a consistently good example and provides facilities that promote independence.
- Children learn to keep themselves safe by completing the emergency evacuation regularly. They play safely as a result of the extensive assessments of risk and clear routines that are completed by the childminder.
- Children build attachments and bonds which promote their well-being and self-esteem.

It is not yet outstanding because

- The youngest children cannot freely initiate play and learning because they do not have opportunities to choose from the full range of play resources.
- Continuity of learning and development is not supported because the sharing of information between the childminder and other settings delivering the Early Years Foundation Stage is not fully established.

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 childminder's house and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for play.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the providers hardcopy self-evaluation documentation.

Inspector

Lynne Talbot

Full Report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children, aged 22 years, 16 years and 14 years in a house in Kempston, Bedford.

The whole of the ground floor and an upstairs bedroom of the childminder's home is used for childminding and there is an enclosed garden available for outside play. The family has six cats and four guinea pigs.

The childminder attends local activity and social groups for children under five years. The childminder collects children from local schools and pre-schools. There are currently two children on roll in the early years age group who attend on a full-time and part-time basis. She operates all year round from 8am to 5pm, except family holidays. The childminder supports children who speak English as an additional language. She 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:

- continue to develop children's independent choice by reviewing the access to resources for very young children
- extend the current communication with other settings delivering the Early Years Foundation Stage, to ensure there are regular opportunities to share information about children's learning and development to support continuity in their learning.

Inspection judgements

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

Children are confident and make choices from the activities that are offered to them. The childminder has a good understanding of how to support children and capture their interest. She builds on previous interests and observations in order to enhance children's learning and progress. For example, she offers tactile play with cereals to children who are reluctant to engage with creative materials in order to encourage them to explore. The childminder offers tools to use with malleable dough in order to engage children and help them to become more confident with exploration. Children talk about the shapes they are creating, describe the rolled dough as thin or thick, and identify the fragrance of the dough. They offer to share materials with the youngest children. Children demonstrate that they are developing good communication and language skills, and using mathematical terms with confidence. Children enjoy role play with the large dolls house. Older toddlers and younger children work comfortably alongside each other. They begin to explore new vocabulary because the childminder talks with them consistently about what they are doing and encourages them to respond to her.

The childminder knows the stages of learning and development of the children in her care because she spends time observing them closely. An individual learning plan is developed for each child with identified next steps for each of the seven areas of learning. The initial plan is developed using observations made by the childminder in the first three weeks a child attends, as well as information provided by the parents. The childminder maintains a learning file for each child that contains detailed observations made and links to the Early Years Foundation Stage aspects. This enables her to monitor children's progress against the development milestones in the Development Matters in the Early Years Foundation Stage guidance. The childminder speaks to parents each day to provide information about children's achievements and to offer suggestions for further learning in the home. Consequently, they are kept involved in children's learning. The childminder has reviewed the information related to the progress check for children aged two years. Hence she shows a good attitude towards meeting her responsibilities with regard to checking that the younger children are meeting their expected milestones.

Children attend several social groups with the childminder where they are closely supervised. She sits with them to take part in music and singing, arts activities, and stories. Consequently, children benefit from the activities offered at those groups because they feel safe and secure. The childminder takes every opportunity to help children to explore the world around them. For example, children use a world map, over several weeks, to explore the countries of North Africa. This is enhanced by viewing photographs and video footage of dancers, and landmarks, taken by the childminder during a family holiday to Egypt. Children ask relevant questions, and offer information about trips they have taken, demonstrating their good vocabulary and recall of previous events. Children follow the discussion by dancing in the style they have seen and comparing this to the ballet classes that they attend. They examine dolls from Egypt who are dressed in the 'Whirling Dervish' style. The childminder skilfully provides stimuli and resources that encourage children to develop a keen interest in the world around them demonstrating good teaching.

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

Children play confidently within the home of the childminder. They regularly sit on her lap for a cuddle and the youngest children offer kisses to both the childminder and other children. Children demonstrate that they feel secure and have established good emotional attachments with the childminder and each other. Children behave very well, share easily, and greet each other enthusiastically. New children settle well because the childminder uses introductory periods for each child that meets their need. For instance, she will offer a long introductory period that includes very part-time hours on a day to day basis before a final contract is developed. This allows the parents of new children the opportunity to be clear that their child has settled before agreeing to a final contract. As a result, children are secure, familiar with routines, and confident in the home.

The childminder works with parents to ensure that children are nourished. She prepares and offers meals that are provided by parents, using the microwave oven. Food prepared by the parents is stored in the fridge in its original container. The childminder discusses

arrangements for meals with parents when the contract is agreed. They discuss safety and the reasons for the main oven not being used, at length, before care begins. The childminder works with parents to encourage children to learn table manners, to sit and enjoy a sociable meal time, and to use the proper utensils when eating hot or cooked foods. This helps to prepare them for school and other settings because the childminder gives them the foundations on which to build. Children show that they have a good awareness of personal hygiene and safety. For instance, they use a wheeled step that they push across the kitchen in order to reach the sink to wash their hands. Children tell the childminder that their hands need washing before lunch and they test the water, to see if it is hot or cold, before placing their hands underneath it. Children go shopping with the childminder to buy ingredients to prepare foods. The childminder uses such excursions to reinforce discussions on health and foods, and to discuss how germs can transfer from foods or hands into the body. Consequently children develop an understanding of their own health and safety. The childminder encourages them to take responsibility for their care and to put on their own coats and shoes. This helps the transition on to new groups and school.

The childminder completes detailed risk assessments and this minimises hazards to children to promote their well-being. Children take part in emergency evacuation regularly and this enhances their awareness of personal safety. They practise road safety during excursions to social activity groups. The home is well-resourced and welcoming; this supports children's learning and emotional well-being. The childminder offers resources and activities to children that are selected to meet their development and interest. They are of good quality and there is a broad range. However, the youngest children are not able to freely access resources and make independent choices. This means that opportunities to initiate their own learning are limited by the materials set out for them.

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

The childminder sets good standards for the quality of care that she offers. She ensures that the procedures, as required by the safeguarding and welfare requirements of the Early Years Foundation Stage, are in place. The childminder understands how to continue developing her service to children and families and reflects on the care that she provides. For example, she completes evaluation forms on activities undertaken to review the strengths or areas to develop for future activities. The childminder uses parents' survey forms, and a childcare website, to seek parental views. This enables her to evaluate her practice and to adapt her care, where required. The childminder continues to add to the extensive range of training courses that she has attended. Consequently, a drive for improvement is demonstrated and this supports good outcomes for children.

The childminder has adapted her procedures to observe and monitor children's progress in line with the revised Statutory Framework for the Early Years Foundation Stage. This means she ensures they are developing to the developmental milestones appropriate for their age. The childminder is prepared to complete the Early Years Foundation Stage progress check at age two years when needed. Such actions demonstrate a commitment to meeting the learning and development requirements, and working to promote children's

learning. The childminder is not currently caring for children with specific identified needs. However, she is fully prepared to work to support children by following advice or guidance from other agencies where necessary. The childminder is aware of the importance of working with other settings offering the Early Years Foundation Stage that children attend. She has a good relationship with those settings and shares aspects of daily care with them to support the well-being of children attending. However, the arrangements to share information relating to learning and development, with key persons working with children, are not fully established. This means that the childminder is not able to ensure the consistency of approach towards the learning, or areas requiring further input, for the children attending.

The procedures for safeguarding are robust. Parents are provided with a parent pack that contains copies of all policies and procedures. They are given several days to read them thoroughly before signing them to agree terms. This helps to establish a clear and professional agreement with parents. Parents comment on the, 'wonderful progress made!' by the children and note that the childminder offers, 'excellent and age-appropriate resources'. Furthermore, a parent notes that the childminder 'adheres to Early Years Foundation Stage requirements and delivers early education and care'. The childminder ensures that children's welfare is assured. The procedures to administer medication to deal with accidents and for health and safety are thorough. Hence children are protected. The rigorous assessments of risk that are completed ensure that children can access resources and play with a minimum level of risk. Children are very secure in the home, enjoy their play and learning and are confident. Consequently, children have a positive experience that forms a good base for continued 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

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

Unique reference number	219376
Local authority	Bedford Borough
Inspection number	894748
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23/10/2009
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 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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