

Inspection date	09/12/2013
Previous inspection date	14/02/2011

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 is good and is securely based on the childminder's thorough knowledge of the Statutory framework for the Early Years Foundation Stage. She is clearly aware of how children learn and makes good use of opportunities to promote their development through their daily play and activities.
- The childminder's honest evaluation of her work means that she makes continuous improvements. Consequently, children play safely in a welcoming environment, thereby supporting them in building a positive outlook on their play and learning.
- The childminder's good communication with parents enables her to get to know each child well. As a result, she offers children pertinent support and activities that interest and motivate them.
- Children learn good communication and social skills. They are supported in expressing themselves appropriately and in understanding the needs and feelings of others.

It is not yet outstanding because

- There is further scope to develop the assessments so that these make greater use of parents' updates in order to enhance the activity planning.
- Opportunities for children to gain a 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 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.
- The inspector talked with the childminder and the children present and observed activities with the childminder.
The inspector looked at children's assessment records, evidence of suitability of household members, the childminder's self-evaluation details 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 in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 17, 15 and 12 years in a house in Bedford. Three rooms on the ground floor of the property and the rear garden are used for childminding.

The childminder attends toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 10 children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 7pm, Monday to Friday, except bank holidays and family holidays. She holds Qualified Teacher Status.

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 full 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, communities and traditions.

Inspection judgements

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

Children make good progress because teaching methods are practical and effective. The childminder successfully combines her experience and thorough knowledge of the Statutory framework for the Early Years Foundation Stage. She, therefore, plans relevant 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 gauge children's starting points and inform the initial planning. The childminder uses her skills and knowledge to assess her observations of children, using this information to develop their next steps and inform the daily planning. She continuously assesses the daily provision, ensuring that children have plenty of time to engage in free play and are also offered a balance of structured activities. As a result, children are encouraged to play an active role in their own learning and also develop their skills in working with their peers. They are, therefore, well prepared for school and their future learning. The childminder

communicates well with parents and they have opportunities to share daily news about their children. She also offers parents information about activities children have enjoyed and ideas for 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 plans resources and activities well and confidently enables children to take the lead, skilfully adapting the activities so that children are encouraged to extend their creativity and thinking. For example, children participate in an activity related to a favourite story. They work with the childminder to gather the props they need. Older children enjoy introducing these props at the appropriate time in the story, while younger children's attention is maintained as they name the different animals depicted and make the relevant animal sounds. When older children notice the facial expressions of the characters, the childminder helps them to describe the associated feelings. The childminder then introduces craft resources related to the story and the children become totally engrossed as they use these to make their own pictures to illustrate the story, re-telling this to each other as they go and remembering associated songs. The childminder allows them plenty of time to explore the activity and then extends this further by introducing coloured pencils. The children eagerly explore the many colours, add their own patterns to their pictures and then practise writing their names, going on to discuss the individual letters and to think of other words beginning with these letters. The childminder's good planning and provision of resources also mean that children have opportunities to develop their particular interests. For example, after noting that children enjoy a particular song, the childminder provides resources to extend this. The children now enjoy dressing up as the fire fighter and playing with a toy fire engine as they join in with the words of the song.

The childminder's good organisation means that children are offered additional activities outside the home. These help promote their awareness of their local community and offer them opportunities to interact with others and try new activities. For example, children enjoy attending toddler groups and visit the library each week, where they join in with activities and choose books to read at home. Children participate in a wide variety of activities that promote their physical development. For example, they enjoy daily visits to the park, where they run, play games and use large play equipment, thereby helping them to develop their balance and coordination. Children are offered appropriate opportunities to develop their awareness of diversity. For example, they access resources, such as books and role play items, that give information and positive images about 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, she engages them in discussions about recent events, gently encouraging them to listen to each other and to take turns to speak.

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

The childminder works well with parents to find out about each child's needs and abilities. She then plans relevant activities and resources and ensures that children are consistently offered the support they need. Children feel welcome and comfortable as the childminder ensures that toys reflect their current interests and that these are easily accessible so that children can make choices about their play. As a result, children's self-esteem and independence are promoted and they are supported well in developing positive attitudes to playing and learning. Therefore, they are prepared for the move to pre-school or school.

The childminder's good understanding of each child and their needs plays a significant part in helping new children to settle well. For example, she knows when they need to sleep and ensures that there is time within the daily routine for them to sleep undisturbed. This good understanding of each child also supports them in warm, secure relationships with her. Children demonstrate that they enjoy being with the childminder as they include her in their play and discussions. Children develop a good awareness of how to manage their behaviour. They are offered clear explanations about this and are encouraged to be considerate towards others. As a result, they show care and affection for each other and are understanding of each other's needs. For example, older children enjoy including the younger ones in their play but do this very carefully and gently.

Children are supported well in developing their self-care skills. For example, they help themselves to tissues to wipe their noses, carefully throwing these away in the bin afterwards. Good daily practice and ongoing discussions support children in gaining a thorough awareness of the importance of healthy lifestyles. For example, before eating lunch, children wash their hands, with older children competently explaining that they need to wash away the germs so that these do not make them ill. Children's knowledge of healthy eating is promoted through practical daily discussions. For example, at lunchtime they talk about the different types of food and why these are good for their bodies. Children are supported in gaining a good understanding of safety. For example, older children explain why they need to stay within sight of the childminder when they are playing at the park.

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

Children's safety is consistently promoted as the childminder carries out practical risk assessments and ensures 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 has attended additional 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.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage. She implements effective policies that support her in meeting all legal requirements and in consistently promoting children's health, safety and welfare. The childminder maintains a positive approach to her work. She uses the skills

and knowledge gained as a teacher to help her to plan appropriate activities and to extend children's thinking and learning by making use of open-ended questions and using resources flexibly. She also continues to develop her knowledge and skills. For example, as a result of exchanging ideas and information with other professionals, she now offers children additional craft activities and creative play opportunities. The childminder monitors children's progress in all areas of learning, thereby supporting her in highlighting any areas where children require further support. She continuously evaluates all areas of her work, obtaining feedback from children and parents to inform this. She, therefore, has a comprehensive picture of her strengths and weaknesses and is able to plan relevant improvements. For example, a recent improvement is the introduction of additional role play resources, thus offering children further opportunities to extend their imaginative play.

The childminder recognises the importance of working in partnership with others caring for the children in order to ensure consistent care and to promote children's development. To this end, she ensures that she talks regularly with children's key persons at pre-school so that they can exchange assessment and planning information. The childminder is experienced in working with a wide range of other professionals and so could seek additional help for children and their families should the need arise. She builds professional, sensitive relationships with parents, helping to ensure that children's care is always appropriate and that parents are kept well informed of their child's activities and progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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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	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	219622
Local authority	Bedford Borough
Inspection number	871256
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	14/02/2011
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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