

Inspection date	28/05/2014
Previous inspection date	09/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 identifies children's individual learning needs and interests and uses this information to plan their next steps. Consequently, activities are relevant to children's stages of development and they make good progress.
- Partnership with parents is effective. Parents are kept well-informed about their children's progress. Consequently, the childminder and parents work together to promote children's good outcomes.
- The childminder provides a warm, welcoming environment for children in her care. As a result, children's sense of security is promoted and they settle easily.
- The childminder has a good self-evaluation processes in place. This means that feedback from those who use her service is included in her ongoing plans for improvement.
- The childminder has good knowledge of how to safeguard children in her care. Consequently, children's welfare and well-being is promoted.

It is not yet outstanding because

- There is scope for children to have further opportunities to practise their skills in estimating and counting.
- Occasionally, opportunities are missed for children to develop their independence and self-help skills at mealtimes.

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 and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
- 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 letters.
- The inspector reviewed the provider's hardcopy self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three school aged children in a house in Bedford, Bedfordshire. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding purposes. The family has three dogs and two cats as pets. The childminder collects children from the local schools and pre-schools. There are currently four children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round, from 6.45am to 6.30pm, Monday to Friday except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder supports a number of children who are learning English as an additional language.

What the setting needs to do to improve further

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

- provide further opportunities for children to practise their skills in estimating and counting
- provide more consistent opportunities for children to develop their independence and self-help skills at mealtimes.

Inspection judgements

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

Since the previous inspection, there has been a considerable improvement in the childminder's understanding of the Early Years Foundation Stage. She has worked with the Early Years Adviser and carried out her own reading and research and now demonstrates an effective understanding of the learning and development requirements. As a result, she teaches children well across all seven areas of learning. The childminder models language and uses open-ended questions to encourage children to think for themselves and solve simple problems. Consequently, children are eager to learn and to find out more. The childminder teaches children the early stages of reading by providing opportunities through play for them to learn about letter sounds and how they are blended to form words. As children learn to write, she provides meaningful opportunities for them to use their new skills, such as writing shopping lists as part of role play. Consequently, children are learning to read and write in fun, yet purposeful ways. The childminder teaches children mathematical concepts, such as shape and measures. However, there is scope to build on this good practice by including further opportunities for children to estimate and

count. When children start with the childminder, parents are asked to contribute their perceptions of their children's stages of development. The childminder then builds on this information through regular observations and assessments of children's learning. This precise identification of next steps means that activities are tailored to the needs of the individual child. This is a significant improvement since the previous inspection and means that each child's good progress is assured. The childminder supports a number of children who are learning English as an additional language. She uses visual prompts and picture cues and also learns key words in children's own language to help with communication. As a result, children make good progress in spoken English. The childminder encourages all children to celebrate their own and learn about each other's festivals, such as Diwali and Chinese New Year. This teaches children to tolerate and value all cultures as part of living in a multicultural society.

The childminder provides children with a range of age-appropriate, well-maintained toys and resources and with activities that are interesting and stimulating. As a result, children are motivated to take part and to engage enthusiastically in learning. Children's levels of engagement are very good, as they concentrate and persevere to roll out shapes with play dough and to separate pasta from rice using a sieve. Younger children practise their fine motor skills by holding spoons effectively to move items from one container to another. They squeal with delight when some of the items drop onto the table. Younger children hide in the play den, laughing and shouting 'boo' as they pop their heads out through the flap.

Children's next steps are shared termly with parents and they are given ideas as to how to support children's learning at home. This means that the childminder and parents can work together to optimise children's development. Children actively explore the environment and resources. For example, they use blankets and fabric to create a den under the table. Younger children exclaim excitedly as they sit in the dark and shine a torch on their hands, watching their fingers appear to change colour. Older children use measuring scales to compare weights of objects and to discuss which items are heavier and lighter. The wide range of learning and play activities, together with the childminder's emphasis on teaching the beginnings of mathematics and literacy, means that children are well-prepared for school.

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

Children are warmly welcomed into this family home. Even the youngest children settle quickly and easily, smiling as they cuddle into the childminder when they arrive. The childminder displays warmth and kindness towards children and as a result, they share close bonds. Children are happy and animated and display very good levels of emotional well-being. They approach the childminder confidently, showing that they feel secure in her presence. The childminder adapts flexibly to each child's emotional needs, allowing them to be busy and engaged, but also ensuring times for quieter activity and rest. The childminder has clear expectations with regard to children's behaviour. 'Golden rules' are displayed and discussed so that children understand the need to respect the feelings of others. The childminder reminds children of the need to share and be kind towards each

other, as needed. As a result, children are well-behaved in a calm and orderly environment. The childminder has a good settling-in procedure. Children make short initial visits to her home until they feel confident and secure enough to stay for longer sessions. During this time, the childminder gathers information regarding children's interests and care needs. She uses this information to plan routines and activities that are familiar to children. Good communication with parents continues with daily verbal sharing of information. This effective partnership with parents means that children's care and welfare is promoted.

The childminder uses practical situations to teach children about safety and taking risks. She encourages children to risk assess a situation and then discuss what needs to be done to make the situation safe. For example, children understand that they might fall over if they run indoors, as there are toys on the floor and the space is too small. The childminder teaches children about stranger danger and road safety when they go outside the home. Children learn about healthy eating and the importance of exercise and fresh air. The childminder takes children on nature walks to enjoy the benefits of outdoors. She also provides healthy snacks and meals and discusses with children the importance of fuelling their bodies to be healthy. To address an action from the previous inspection, the childminder now teaches children about the importance of hygiene practices as she reminds them to use tissues and to wash their hands before eating. Children understand that germs can make them poorly and willingly participate in these routines. Children look after their environment as they tidy away their toys before sitting down for a snack. Older children develop independence by using knives to chop their banana. However, there is scope for children to further develop their independence at snack time, for example, by setting their plates and cutlery and by serving themselves to fruit and drink.

The childminder has established good relationships with local schools and pre-schools. She builds children's confidence and independence in preparation for their next setting. She also provides opportunities for children to develop the skills in language and literacy that will support them in school and pre-school. As a result, children are well-prepared for future learning.

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

The childminder has a secure understanding about safeguarding children. She is aware of the procedures to be followed in the event of a child protection concern being raised. Additionally, she ensures that suitable checks are carried out on all adults within her home. As a result, children are effectively safeguarded. Following the previous inspection, the childminder has taken steps to ensure that correct adult to child ratios are met at all times. As a result, children's safety and welfare are promoted and the childminder has time to ensure that children's individual needs are consistently met.

Alongside the childminder's improvements in delivering the learning and development requirements, there has been a significant improvement in monitoring the quality of the teaching and learning that she provides. Improved partnerships with parents and more

focused sharing of information related to children's learning mean that the childminder can effectively monitor and evaluate children's progress across all seven areas of learning. The childminder demonstrates commitment to her ongoing professional development by attending training on safeguarding, observation and planning, health and hygiene, risk assessment and the Early Years Foundation Stage. As a result, her policies and procedures are up-to-date. She continues to seek out new training opportunities and welcomes advice from other professionals. Since the last inspection by Ofsted where the childminder received a number of actions to improve and one subsequent monitoring visit, the childminder has comprehensively reviewed her practice to ensure that all necessary issues for improvement have been well addressed. This includes the childminder updating her knowledge of the changes in circumstances that need to be reported to Ofsted and the time frame within which this needs to happen.

The childminder has an effective understanding of the need to work with other agencies to support children's additional needs. She attends local toddler groups and networks with other childminders. She has a positive approach to ongoing improvement and welcomes professional advice from her local authority adviser. The childminder now has good self-evaluation processes in place, where she includes the views of children and parents. Parent feedback is positive and demonstrates appreciation for the service the childminder provides.

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	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	219642
Local authority	Bedford Borough
Inspection number	965255
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/12/2013
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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