

Inspection date	23/01/2014
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The high importance the childminder places upon teaching children's prime areas of learning equips them exceptionally well for starting school.
- Children become capable and skilful communicators who can overcome barriers to be articulate and expressive in their speech and language. This is because of the childminder's excellent support.
- Children's independence in managing their own self-help skills is outstanding. This is because the childminder has such high expectations for what children can do.
- Children form close, affectionate bonds with the childminder because of the nurturing environment she provides. This stimulates their emotional readiness for learning and high sense of self-esteem.
- The childminder undertakes regular training and uses her extensive knowledge and experience to maintain a safe environment for children.
- The childminder turns previous weaknesses into strengths because of her finely tuned self-evaluation which focuses upon what will most impact upon the quality of care she provides for children.

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 playroom.
- The inspector had discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and feedback left by parents and children.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 1988 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged 13 in a house in Dunstable, Bedfordshire and uses the whole of the house and the rear garden for childminding. The family has two pet rabbits. She attends the local children's centre on occasion. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, five are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school and in school holidays. The childminder is open all year round from 7.30am to 6pm Monday to Friday, except for family holidays and bank holidays.

What the setting needs to do to improve further

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

- increase children's enjoyment of the already exciting activities on offer even further by introducing real life items in everyday play; for example, by adding real food into their role play of shopping.

Inspection judgements

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

The childminder provides exceptional learning activities for children. She plans activities which are interesting and accessible for all children. For example, she provides a 'shopping' activity which provides multiple learning opportunities. The childminder teaches children mathematical language through describing position, size, shape, colour and also counts with children as they search for plastic food. The children name the food they find and talk about differences they notice between the plastic fruit. There is scope to develop this activity even further by including real food items. These excellent conversations are part of the wealth of ways that the childminder promotes and encourages children's communication and language. Her astute observations and assessment mean that she quickly identifies when children's speech and language does not progress as she expects. She works swiftly with parents to access further support and treatment for children. The childminder then develops a programme of support for children, helping them to practise sounds. She further supports young children to practise developing control of the sounds they make by encouraging them to copy her as she whistles and by blowing bubbles. These simple activities are hugely beneficial for children's development and they make rapid advances in their speech and language as a result. They are skilful and capable

communicators who are able to express their needs and wants extremely well. The childminder builds upon children's early developments of speech by introducing them to early phonics. She helps children to understand individual sounds, such as repeating the 'l, l, l' sound when showing children a picture of a leg. She then introduces children to sound blends, such as 'ch, ch, ch'. The childminder's highly effective teaching of sounds and letters helps older children to become ready for reading and they soon begin to recognise their name and familiar words.

Children delight in playing computer games using a dance mat. They adapt the movements of their bodies to make the characters move and learn about different shapes and colours. They stretch jump and run on the spot, delighting in their ability to make things happen by moving their bodies. In summer months, children play in a large inflatable pool and climb, slide and wallow in the water. Children busily make cakes and biscuits, using rolling pins, cutters and spoons to stir. This helps to develop the muscles in their arms and hands very well. This helps children to become adept at holding pens and use them to trace over lines, draw and write. The childminder places very high importance upon fostering children's prime areas of learning. She helps them to become sociable, confident and willing to try new things. Therefore, children are extremely well prepared for starting school and have very positive attitudes towards learning.

The childminder carries out extensive, finely tuned observations of children. This pinpoints their individual progress extremely well. For example, she photographs children's developing use of their hands, from grasping pens, to becoming able to hold and use them to write along with examples of their emerging work. This provides parents with precise information about the activities children take part in, and the development they make as a result. The childminder exchanges a wealth of meaningful information with parents which helps them to develop children's learning at home extremely well. They exchange a daily book which has targets for children's next steps in development. These focus upon preparing children in readiness for school. Parents share information and assess what children can do, using the daily book to record this. They share photographs of children's activities at home and routinely take children's files home to read and show to family. The extensive and frequent two-way flow of information helps the childminder to develop individual plans for children which maximise their learning. This ensures that they make rapid progress. The childminder takes the initiative in working with other providers. For example, she discusses the programme that schools use to support children's literacy and buys the same materials to use herself. She learns about how to teach this in order to support children. This means that she understands what and how children learn at school and is able to confidently complement their learning in her care.

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

The childminder develops warm and affectionate relationships with children. They form close bonds of attachment and feel very secure in her company. The childminder gathers lots of information from parents when they first start in her care. This enables her to plan their day to meet their individual needs. Children move happily between the childminder, home and pre-school with confidence because the childminder works closely with each.

She prepares children for change very well, giving them plenty of warning of any changes that will happen. The high levels of emotional security the children develop in the childminder's care means they are ready and keen to learn. Children demonstrate outstanding self-help skills. The childminder teaches children how to put on and take off their outdoor clothing. Even very young children dress themselves and take care of their clothes by putting them away in their drawer. Very young children become very competent in managing their personal needs, such as using the toilet and washing their hands to prevent the spread of infection.

The childminder has very high expectations for children and fosters their 'can do' attitude. Children are resilient and very keen to try new things. Younger children watch what older children can do and try this for themselves. For example, they bounce on the trampoline and persevere as they outstretch their arms to balance while walking along a large cardboard tube. Children understand about safety as they help the childminder to review the area where they play, and understand that doing the zip up on the trampoline cover helps to keep them from falling off. Children delight in playing outdoors and enjoy fresh air and exercise as part of their normal routines. Children help prepare fruit and vegetables for a snack and the childminder discusses healthy eating with parents to ensure the food they provide for children promotes their good health.

Children behave extremely well. This is because of the childminder's excellent teaching of children's personal, emotional and social skills. She helps them to express themselves and their exceptional communication skills mean they are able to talk about how they are feeling. Children follow the routines that meet their needs. Young children take themselves to sleep when they are tired meaning they do not become fractious and over tired. The childminder is jovial and animated when playing with children. She allows them to dictate the pace of the day, when they want to rest and when they want to eat. Children choose what they want to play with from the abundant range of toys and equipment which are easy to reach and labelled for them. Children's free choice and sense of control encourages their high self-esteem and enjoyment in the childminder's care.

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

The childminder has an extensive understanding about child protection and is aware of what signs and symptoms might cause concern. She knows how to report any such concern and has further information readily at hand. The childminder keeps a record of any incidents or pre-existing injuries children have and shares important telephone numbers with parents. The childminder undertakes training to refresh her very good knowledge and skills. She carries out safe procedures when using technology to minimise any likely risk to children's well-being. She maintains a safe environment for children by carrying out risk assessments and regular practises evacuation with children in the case of an emergency. The childminder knows how to administer emergency first-aid treatment for children because she updates her training on a regular basis.

The childminder monitors the programme of learning she provides extremely well. Her

exemplary monitoring of children's progress means that she quickly identifies when children need extra support and enhances her resources to accommodate this. The childminder uses her observations to track children's excellent progress and to inform the progress check for children aged two. The childminder has many years' experience of caring for children and continues her professional development through training and accessing information online. Parents complete questionnaires to suggest ways to improve care for children. Children share their ideas through drawing pictures and talking about what they like to do. The childminder gathers further feedback from local authority development workers who help her to review the quality of care she provides for children. Self-evaluation is so effective in developing plans for tackling weaker areas that the childminder is able to thoroughly address weaknesses identified at the previous inspection and turn these into strengths. This shows the childminder's outstanding capacity to maintain ongoing improvements in quality for children.

The childminder has an excellent understanding about how to work with other professionals to support children. She develops highly effective relationships with local schools children attend. The relationships the childminder forms with parents are equally strong and highly beneficial for children. This helps to ensure that children make the very best progress possible given their individual starting points.

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	259786
Local authority	Central Bedfordshire
Inspection number	867159
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	06/10/2009
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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