

Inspection date	09/12/2014
Previous inspection date	23/01/2009

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

- The childminder works very closely with parents to help settle children in her care. Consequently, children's needs are effectively met.
- The childminder accurately monitors children's progress. She ensures activities and resources are carefully chosen to support children to move them to the next stage in their development.
- Children are kept safe by the childminder. She has a good understanding and knowledge of safeguarding and child protection procedures.
- The childminder proactively seeks to enhance her practice and already good knowledge and understanding of children's development by accessing a variety of training courses and workshops.

It is not yet outstanding because

- The childminder does not always offer sufficient time and support to encourage children to predict outcomes before they investigate and experiment, to maximise their learning about how things work.

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 to the childminder and children.
- The inspector viewed the areas of the home and garden used for childminding.
The inspector checked evidence of the suitability of household members and a range of documentation, including the safeguarding procedures and risk assessments.
- The inspector looked at systems used for children's assessment records, tracking information and planning documentation used to support children's learning and development.

Inspector

Katrina Rodden

Full report

Information about the setting

The childminder was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, in a house, in Flitwick. The whole of the ground floor and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends toddler groups 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 eight children on roll, six of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. She holds a recognised childcare qualification at level 5 and is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- increase opportunities for children to predict outcomes for their investigations and experiments to optimise their learning about how things work.

Inspection judgements

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

The childminder provides a warm and welcoming environment with a wide range of activities and resources for the children in her care. Children can freely select toys and equipment stored at a low level. As a result, they quickly become active learners which helps them to move to the next stage in their development. The childminder uses a wide range of effective teaching strategies to support the children, such as, modelling examples, describing actions and balancing adult-led and self-selected activities. However, although the childminder takes time to clearly answer children's questions, opportunities to allow them to predict outcomes through additional questioning, such as, 'What would happen if...?' are sometimes missed. Consequently, children do not always maximise their learning about how things work. Children do make good progress as the childminder uses their interests to extend their learning and development. For example, they enjoy learning about animals. The childminder puts models of wild animals in a tray of coloured rice for children to make tracks, sort and count. They discuss their favourite animals and recall what they have seen on their regular trips to the local safari park. The childminder skilfully introduces activities to stimulate children's imagination, and enhance their knowledge of the world around them. Children squeal with delight as the childminder gives them small torches. They work out how to turn them on and off, and watch the patterns they create with the lights on different surfaces within the playroom. Consequently, children establish

the concept of cause and effect. The childminder supports children who speak English as an additional language, by ensuring she learns key words and phrases in their first language. The childminder uses effective methods to accurately record day-to-day observations of children's play and learning. She identifies children's next steps and incorporates these into new activities to challenge children in order to move them to the next stage in their development.

The childminder regularly takes children to toddler and creative play sessions and other group activities in the local area. During these sessions, children learn to take turns and share both resources and adult attention. As children grow, the childminder introduces counting games, and uses activities to encourage them to recognise letters. Each child has their own coat peg with their name on it. This helps children recognise their name. Children learn to cut with scissors and write with pencils. All of these activities and skills promote learning in preparation for nursery or school.

The childminder quickly establishes good relationships with both children and their parents. Before children start to attend the provision, parents are encouraged to bring the children to visit and stay for a short while, helping them to become familiar with the environment. The childminder collects information about children's daily routines, their interests and developmental stage. This helps the childminder to provide appropriate activities suitable to support their learning and development. The information is used in conjunction with observations the childminder makes when children first attend to gain the starting points to track their future progress. The childminder has recently introduced a secure on-line system that allows parents continuous access to their children's progress. She frequently sends them video clips and photographs of activities their children are currently enjoying. This helps trigger conversations about children's progress. The childminder gives parents ideas for activities they can share with children at home to further extend their learning. She has recently introduced story sacks for children to borrow. Parents are encouraged to write a short comment in an accompanying note book to feed back what the children enjoyed or how they used the sack to support their children's learning.

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

The childminder creates a stimulating and secure environment for children to grow and learn in. Children quickly form a trusting bond with the childminder who has clear boundaries and is a good role model. As a result, children feel emotionally secure. They enjoy sitting with the childminder to share stories and to sing songs. By maintaining consistent house rules, the childminder encourages children to be kind to each other, to share and to take turns, they behave very well. Consequently, children feel safe to explore and learn, so that they quickly move to the next stage in their development.

The childminder requests information about children's care routines from their parents. This enables the childminder to provide consistent care, for example, sleep and eating routines and potty training. The childminder ensures she tells parents how these key routines have been met each day. As children grow and prepare for nursery or school, the childminder takes children to their new settings to drop off and collect siblings and peers.

Children become familiar with the new environment, and often begin to build relationships with practitioners who work there. The childminder explores children's feelings or concerns about the new setting, by discussing with them what they are looking forward to and what they are worried about. Consequently, the moving process is made as smooth as possible for all concerned.

The childminder teaches children to put on their own shoes and coats. As they learn how to wash their own hands, the childminder uses age-appropriate language to explain why they need to keep their hands clean. The childminder encourages children to make healthy choices, such as, eating a balanced diet and taking regular exercise. Children have continuous access to fresh drinking water, and sit together at a low table to eat their meals which the childminder prepares for them. They enjoy helping to chop soft fruits to share at snack time and talk with the childminder about the food they are eating. The childminder regularly takes children to the local park, where they run and climb to promote their physical development. Through play and exploration, children are able to take developmentally appropriate risk while the childminder teaches them how to stay safe. For example, children gain knowledge about road safety on their walks to the park and school. The childminder teaches them why they need to hold the pushchair. In quieter, pedestrian areas the childminder allows children to run a short distance ahead, but they know why they need to wait at the next lamp post.

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

The childminder guides children to promote their awareness of how to stay safe. She has well thought out procedures to keep children safe from harm. The childminder demonstrates a good awareness of the signs and symptoms of abuse. She is clear about reporting any concerns she might have about children's welfare, in order to promote safeguarding. All adults living in the home are checked to ensure they are suitable to be in contact with children. Since her last inspection, the childminder has reviewed all her risk assessments of her house and garden and carries out daily checks to ensure that hazards are minimised. She ensures that all play materials and equipment are kept clean and safe for children to use. Therefore, the childminder effectively keeps children safe from harm.

The childminder maintains accurate information about all children's development. She tracks their progress by regularly reviewing, analysing and recording the information she has gathered covering all areas of learning. This helps her to identify any emerging gaps in development. Parents can access their children's information at any time via a secure logging in method. Those who can not access the information at home can view the progress of their children on the childminder's computer. The childminder reflects on her own practice through effective self-evaluation. She seeks feedback from parents through regular questionnaires, and asks children to tell her what activities they have particularly enjoyed doing with her. The childminder continues to enhance her already good understanding of how children learn and develop, by attending local training courses and workshops. She implements the ideas she has gained and reflects on the positive impact they have on children in her care. The childminder regularly meets with other childminders, so that they can share best practice and ideas together. Consequently, the

childminder regularly introduces new ideas to further stimulate and interest children in her care.

The childminder has established strong communication methods with parents. She seeks parental consent for her to pass information to and from other settings children attend. As a result, all adults involved in the children's welfare are effectively informed. Through her good connections within the local community, the childminder is aware of other professionals and agencies from which she can seek further advice and support, should the need arise. Consequently, gaps in children's development can be identified and addressed, reducing the possibility of any significant delay.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	505245
Local authority	Central Bedfordshire
Inspection number	869259
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23/01/2009
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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