

Inspection date	12/12/2013
Previous inspection date	21/09/2009

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 plans activities which feed into children's current interests. As a result, they sustain their concentration and are excited by their learning.
- The childminder teaches children about mathematics in everyday activities which engages their interest and deepens their understanding.
- Children make many choices about their learning and become independent and resourceful as a result.
- The childminder has a positive attitude towards professional development and undertakes training to extend upon her knowledge and skills for the benefit of children.

It is not yet outstanding because

- The childminder does not always fully extend children's interest in literacy by consistently providing fiction and non-fiction books and materials which build upon what fascinates them.
- There is scope to increase the availability and the range of resources to help children to understand about the diverse world in which they live.

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 living room and kitchen.
- 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 photographs of planned activities.

Inspector

Hayley Marshall

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 15-year-old daughter in a house in Leighton Buzzard, Bedfordshire and uses the whole of the ground floor and the rear garden for childminding. The family have a pet cat.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene. She attends a soft play area each week. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, all of whom are in the early years age group who attend for a variety of sessions. The childminder is open all year round from 9am to 5pm, Monday to Friday, except Wednesday morning. The childminder closes 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:

- enhance children's interest in books by making a wide range of fiction and non-fiction materials available for them in order to increase their development of literacy
- extend children's understanding about the diverse world in which they live by ensuring that there are resources which depict multiculturalism to enable effective teaching of equality and diversity.

Inspection judgements

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

The childminder is adept at building upon children's interest to engage them in interesting learning activities. When children show a keen interest in cars she uses this as a focal point for the day's activities. Together the childminder and children talk about the different cars, naming them and looking at their features together. As the childminder engages children in frequent discussions like this they develop very good communication skills. The childminder draws upon her many years of experience in caring for children to monitor their development of speech. She is aware that young children can develop disfluency in their speech and they need extra attention at time. She explains that she does not rush children or finish their sentences and does not draw attention to children's inability to get their words out. As a result, children become confident in talking and express themselves freely. The childminder extends upon children's play by introducing ideas. For example,

she suggests to children that they build a tower of bricks which the cars can knock down. As they do so, the childminder teaches children early mathematics. She talks about matching colours and children compare two blocks of the same colour. She asks children to build higher by adding more bricks and counts them as they do so. This helps children to hear and understand mathematical language in a way that engages them and extends their thinking. The childminder generally plans well for children's learning. She provides cars of different size, shape and colour and ones that children can program so they develop an awareness of technology. Although there are sometimes resources available which reflect multiculturalism, these are not always available and broad or engaging enough for the childminder to deliver high quality teaching which helps children to fully understand about the diverse world in which they live.

The childminder helps children to prepare for their future learning by giving them opportunity to lead their play. Consequently, they become resourceful and imaginative in their play. They find they can slide their legs beneath the garage and use it as a seat and take their cars to travel on different surfaces around the house, such as the kitchen table and floor. The childminder encourages energetic play which develops their large muscles well. They attend soft play areas where they can climb and jump and test out what their bodies can do. Children use their smaller muscles when they complete craft activities, such as decorating Christmas trees with tiny sticker and sparkly glue. This helps them to develop the strength in their fingers in preparation for beginning writing. The childminder provides a wide range of activities to help children to enjoy colouring, drawing and writing. However, there is scope to extend their early literacy skills further. For example, the childminder does not always provide non-fiction and themed books which stimulate and increase children's current fascinations.

The childminder can confidently discuss children's learning and development and can use 'Early years outcomes' to measure their progress and identify their levels of working. She is aware when children's development exceeds expectations for their age and plans activities which challenge them and help them to remain motivated. The childminder talks with parents when they drop children off and collect and exchanges information with them about their learning. Parents share their own observations of what children can do and their achievements. This helps the childminder to build upon what children already know and means parents can further their learning at home. As a result of the two-way exchange of information, children make consistently good progress. The childminder works alongside other settings who care for children and talks with their key person frequently. This means that she can complement children's learning effectively.

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

Children settle well into the childminder's care because she is warm and affectionate with them. They arrive excitedly and talk about what they have done the previous evening. The childminder allows children to follow their own routines. She understands that there are times when children are tired after a busy morning and just want to rest. She gives them space to do this meaning they do not become over stimulated. The childminder encourages children to tell her when they are hungry and thirsty, and as a result, they begin to recognise their own needs for nourishment. The childminder works closely with

families and gathers information when they first start to help children to experience a smooth move between her home and their home. When she collects children from pre-school they talk about their day and what they would like to do later on.

Children get along well together as the childminder provides them 'house rules'. This helps young children to understand what they can and cannot do and they feel secure as a result. The childminder praises children frequently and acknowledges when they achieve something which new. This raises children's self-esteem well and gives them the emotional readiness they need to be successful learners. Children learn about safety as they play. When a piece of toy becomes broken, they hold this up and take it to the childminder to throw away showing they are aware of possible hazards. Children engage in activities outside of the home where they mix with groups of children to help them to develop good social skills. Children's ability to lead their own play helps them to become independent and capable.

The childminder works closely with families to plan meals for children. She encourages them to try new foods, such as pickles and congratulates them for trying them. Children learn about healthy eating as the childminder ensures that snacks and meals are balanced. They drink water throughout the day to keep them well hydrated. Children walk to local pre-schools to collect older children as they become aware that fresh air and exercise is good for them. The childminder maintains a clean and hygienic environment and supports children to maintain their own hygiene to minimise the risk of the spread of infection.

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

The childminder uses her policies and procedures to underpin her work with children. This means that she is aware of the signs and symptoms which might cause her concern about children's welfare and she knows the correct action to take to report any such concerns. The childminder completes regular training to refresh her knowledge of how to safeguard children. She uses risk assessments to review the areas where children play to be sure they are safe. The childminder carries out fire evacuation practises to help children to understand what to do in an emergency.

The childminder attends frequent training and implements her learning in her practice. For example, she reviews meal times after attending a healthy eating workshop. This means that she uses professional develop effectively for the benefit of children. The close links the childminder has with local pre-schools means that she utilises opportunities to join them for training which is at a suitable time for her. The childminder shares information and practice with other childminders which helps her to review the care she provides. Self-assessment enables the childminder to reflect upon every aspect of her care. She takes into account parents' views by giving them questionnaires and observes children's enjoyment of activities to monitor the educational programme she provides. By rotating toys, she can maintain children's interest in them. She tackles weaker areas effectively as recommendations from the previous inspection have been thoroughly addressed. This shows that the childminder has good commitment to maintaining ongoing improvements

in quality.

The childminder understands the importance of working closely with other's who provide care for children. She has begun to think about the progress check for children aged two and how she will implement this. When she shares information about children's learning with other settings, she reviews this and challenges any discrepancies she identifies between her own observations and assessments. This means that the assessments she makes have rigor and are robust and accurate in order to be used to move children forward in their development. The childminder works with local authority development workers and uses the internet to find out further information to support her work. Parents share their satisfaction of the good care the childminder provides and feel that it is 'home-from-home' for children.

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	505298
Local authority	Central Bedfordshire
Inspection number	872323
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	21/09/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

