

Inspection date	07/10/2013
Previous inspection date	02/02/2011

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		3
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 encourages children's use of their physical skills by taking them on active walks in local woodlands.
- The childminder promotes children's independence by rewarding them with stickers for putting on and taking off their shoes themselves.
- The childminder puts into place effective behaviour management, helping children to feel secure in her care.
- The childminder has a well-organised plan for training which enables her to extend upon her knowledge and skills.

It is not yet outstanding because

- The childminder is not always able to fully demonstrate the full depth and breadth of activities across the seven areas of learning.
- The childminder does not fully explore ways to include young children's views in the self-evaluation process so they are not involved in improvements to the setting.

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 had discussions with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.
- The inspector toured the areas where children play.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children, aged 18, 14 and nine years, in Leighton Buzzard. The childminder is registered to provide overnight care. The whole ground floor of the property is used for childminding. The childminder uses two bedrooms on the first floor for sleep purposes and the bathroom is also located on the first floor. There is a fully enclosed garden available for outdoor play. The childminder's home is within walking distance of local amenities, such as schools, shops and parks. The childminder has a dog, giant African land snail and cat as pets.

At the time of inspection there were no children present.

Currently, she has four children on roll, three of whom are in the early years age range who attend for a variety of sessions. Older children attend before school. The childminder drops children off at a local school. The childminder is open from 7am until 6pm except for family holidays.

What the setting needs to do to improve further

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

- fine tune the self-evaluation process to fully explore opportunities for young children to contribute their views and be involved in improvements to the setting
- enhance the depth and breadth of activities across the seven areas of learning so children continue to make very good progress in their learning.

Inspection judgements

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

The childminder explains the programmes that she puts into place to help support children's learning. However, as there were no children present at the time of inspection she was unable to demonstrate the breadth and depth of the activities she provides to support children's learning in all seven areas of the curriculum.

The childminder has plans for children's learning, which reflect their individual interests and information, which parents share. The childminder loosely links children's learning to themes. For example, to celebrate Halloween, children make spiders from play dough.

Children have opportunity to explore sensory experiences by playing with sand and water. The childminder explains how this helps them to develop the muscles in their fingers, which in turn, will support their early writing skills. The childminder demonstrates how children develop their larger muscles through playing in woodland. Here, children climb on to large wooden sculptures and build dens from sticks and twigs.

The childminder takes children to local toddler groups to help them to mix with children of a similar age. She recognises that this is important to help them to develop social skills and learn how to suitably share and take turns. These are important skills, which help children to enjoy group situations and prepares them well for their future learning.

The childminder explains how she supports children's communication skills by asking them open ended questions, getting down to their own level and maintaining eye contact. She talks to children about their activities and joins them in their play. This helps children to hear language as part of their everyday activities.

The childminder communicates with parents through a range of methods. She completes daily diaries to share children's learning. Parents share information about children's learning at home, which the childminder uses to determine their starting points and to suitably forward their learning. This two-way flow of information helps parents to support children's learning at home. The childminder observes children's learning through regular observations. She takes regular photographs of children, which she uses to show parents their children's enjoyment of activities. The childminder completes learning journals about children's learning and development. Parents view these on a regular basis and children enjoy looking at their photographs. The childminder tracks children's development with a system that enables her to see their progress and identify any areas where they need further support.

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

The childminder helps children to prepare for starting her setting by working together with parents. Children attend a settling-in period where they become familiar with the childminder and her surroundings. The childminder talks to parents about how well children have slept and how they are feeling. This means that she can make sure that children follow a routine that meets their needs well. Children's transitions to school are well supported to ensure their care and learning is continued and young children accompany her to school so they become familiar with this.

The childminder discusses how she fosters children's independence by encouraging them to complete small tasks for themselves. She recognises that children need to begin to dress and undress themselves when they begin school. Therefore, she uses a sticker chart to praise children when they complete small tasks, such as taking off and putting on their shoes. Children quickly learn about how to drink from open cups and enjoy a variety of healthy snacks. The childminder promotes healthy eating and encourages children to walk to and from the local school. This helps children to recognise the effect of exercise upon their bodies and importance of active lifestyles. The childminder provides a clean and

hygienic environment for children to play. She promotes children's good health by ensuring that she clearly communicates exclusion periods for children who are unwell with parents.

The childminder builds close relationships with parents and she explains that children enjoy the company of her own children and they feel safe and content in her care. The childminder reassures parents that children settle quickly when new to the setting by taking photographs, which show their enjoyment in the activities she provides.

The childminder is aware that she needs to be a good role model for children. She shows children respect by valuing their efforts, for example, by displaying their art work. She implements an effective behaviour management policy to give children very clear expectations for behaviour. The childminder communicates her understanding about positive praise and reinforcement, where she uses discussion and distraction to steer children's behaviour. The childminder explains that because children feel safe and secure, they behave well. The childminder encourages children to learn about safety by teaching them about good road sense and by practising an emergency evacuation of the home.

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

The childminder has a thorough understanding about child protection issues. Regular training ensures that she maintains an awareness of her responsibilities and current practice. She uses her understanding to develop policies and procedures, which underpin her practice. The childminder is aware of the signs and symptoms, which might cause her concern about children's welfare and can explain what action she would take if an allegation was made against her. The childminder maintains a safe environment for children by assessing areas for potential risks. She puts into place measures to reduce these, such as using stair gates. The childminder uses information cards with children's photographs attached, which she carries with her in the case of an emergency. The childminder reviews times for evacuating the home and develops how children do this to ensure that it is as effective as possible. The childminder uses her experience as a registered nurse and first aid training to give emergency first aid treatment to children when needed.

The childminder reviews the quality of care she provides. She is developing self-evaluation as an effective tool to monitor the strengths and weaknesses of the setting. This includes feedback from parents who share their ideas, which the childminder adopts. Older children communicate their enjoyment of activities. There is scope for the childminder to find ways to encourage younger children to fully share their ideas and opinions to inform self-evaluation. The childminder works closely alongside local authority development workers to help develop targets for improvement and attends childminding groups, where she shares good practice and ideas for activities. Recommendations from the previous inspection are continuing to be addressed, demonstrating that the childminder has a strong capacity to maintain ongoing improvement for children in the future.

The childminder is committed to professional development. She uses an effective training plan to identify opportunities to increase her knowledge. She is currently undertaking a level 3 qualification in childcare and completes a wide range of courses to support children's individual needs. For example, she attends courses about how to promote learning activities for two-year-olds. This prepares her well to complete the two year old check for children. The childminder discusses this with parents and together they decide the best time to summarise children's progress. The effective monitoring and tracking of children's learning provides an accurate account of children's progress to date. Parents welcome the opportunity to discuss children's development. The childminder uses different methods, such as text messages, diaries and verbal discussions to ensure that parents feel included in children's care. The childminder is well aware to work with others who share care of the children when required.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	505310
Local authority	Central Bedfordshire
Inspection number	937959
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	02/02/2011
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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