

Inspection date	29/01/2013
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 takes time to get to know and understand the children, helping them to feel settled and secure. They are keen to explore and play and are developing positive attitudes to learning. They are therefore well-prepared for school and future learning.
- Children's learning is sensitively promoted through play and structured activities. This is supported by the childminder's experience, her good understanding of the Early Years Foundation Stage and her knowledge of child development.
- Ongoing assessments of children and practical daily planning ensure that children are offered a wide range of activities that are informed by their interests. This means that they are fully engaged and the childminder is able to promote their individual learning.
- Children's language and communication skills are well promoted. They learn new vocabulary, enjoy participating in discussions and are able to express their views and ideas.

It is not yet outstanding because

- Opportunities for children to gain a greater awareness of the wider diversities of society are not fully explored.
- There is further scope to include the views of parents and children in the review of daily practice so that they are fully involved in the development of the provision.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 viewed the areas of the premises used for childminding.
- The inspector talked with the childminder and the children present and carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in their written feedback to the childminder.

Inspector

Kelly Eyre

Full Report

Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children

aged seven and 13 years in a house in Kempston, Bedfordshire. The whole of the ground floor of the property and the rear garden are used for childminding. The family has a cockatiel as a pet.

The childminder attends a toddler group 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. She supports children with special educational needs and/or disabilities.

There are currently six children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the educational opportunities for children to gain a greater understanding of the world with regard to the similarities and differences between families, communities and traditions
- build on the procedures for self-evaluation by extending how the contributions from parents and children are incorporated to involve them further in assisting in identifying areas for improvement.

Inspection judgements

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

Children are happy, secure and well-supported by the childminder. Her experience and good awareness of how children learn through play mean that children's development is consistently promoted, both through daily play and structured activities. For example, children explore a tray of toy animals and the childminder encourages them to name the different animals and make the relevant animal noises. They go on to talk about which ones would be found on a farm.

The childminder uses her knowledge to support all children in developing the skills to learn effectively and to achieve well. She gently encourages them so that they learn to persevere. For example, young children playing with a mechanical car are encouraged to repeat their efforts as they attempt to activate the mechanism to make the car move independently. Children clap and cheer when they succeed, showing pride in their

achievement. Children are encouraged to explore and develop their play and the childminder makes informed decisions about when to intervene to extend their learning. For example, children have time to explore the dolls and accessories. The childminder suggests they use the toy buggies to go shopping. Children eagerly collect bags, pretend to shop and happily discuss what they have been buying. Opportunities such as these extend children's thinking and creativity.

Children's active participation in discussions supports them in developing their language and communication skills. For example, they are encouraged to talk about what they are doing, with even young children using simple words to describe this. The childminder's good organisation means that children have meaningful and regular opportunities to interact with others and try new activities. For example, they enjoy toddler groups and activities at the children's centre and extend their enjoyment of books and reading when they attend story time at the library.

Children participate in activities that promote their physical development at all levels. For example, they develop their finer skills as they learn to manipulate switches, buttons and levers on interactive toys. They also develop their balance and coordination as they use large play equipment at an indoor play centre. Children are offered adequate opportunities to learn about other cultures and ways of life. For example, they dress in costumes, try traditional dishes and participate in craft activities associated with cultural celebrations. However, there is scope to improve the activities and opportunities to promote children's greater awareness of the wider diversities of society.

Children's starting points are clearly assessed by the childminder, who works with parents to gather this information. The childminder therefore has a good overview of children's needs and abilities and can track their overall progress and plan appropriate activities and resources for each child. The childminder's good communication with parents means that they have regular opportunities to share updates about their children and view their assessment records. The childminder discusses children's next developmental steps with parents and offers ideas and guidance so that parents can continue their child's learning at home.

The childminder observes children as they play, keeping careful notes to support this. She then assesses this information and actively uses it to inform the daily planning. This ensures that children are offered activities and play opportunities that interest them and promote their individual development in all seven areas of learning. Children are encouraged to initiate their own play and also participate in adult-led activities. This offers them opportunities to explore independently and to work in a structured environment. They are therefore supported in playing an active role in their learning while understanding how to work with others. The childminder makes good use of the Early Years Foundation Stage guidance to support her in monitoring children and checking that they are making relevant progress. Children who have special educational needs and/or disabilities are well supported. For example, the childminder ensures she is aware of any specific physiotherapy programmes, confidently carrying these out to support children in developing and making good progress.

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

The childminder gathers and updates information from parents so that she is aware of children's needs, interests and abilities. She can therefore offer them appropriate support, resources and play opportunities. Children's independence is sensitively promoted and they are supported in exploring the toys and resources and initiating their own play. This helps them to develop the necessary skills for future learning and also means that they are well-prepared when they start pre-school or school.

Ongoing explanations and gentle encouragement from the childminder support children in understanding and managing their behaviour. They learn to share the resources and resolve disputes. For example, they use a sand timer to help organise turn-taking. New children settle well because the childminder ensures that she fully understands their preferences and usual routines, incorporating these into the daily timetable. Children quickly develop secure attachments with the childminder. They show that they enjoy her company as they actively include her in their play and discussions. Thoughtful procedures help children feel welcome and valued. For example, each child has a photograph album, which they build up during their time with the childminder. They take great pleasure in sharing these and remembering past events and activities.

The childminder takes care to create a positive environment and show children that she respects all. Children respond to this, learning to respect each other and to appreciate that everyone has different views and needs. Children are supported well in developing their self-care skills. For example, they help set out the table and chairs for snack time and tidy away afterwards. Children are offered meaningful opportunities to understand the relevance of healthy lifestyles. For example, when participating in their own 'Mini Olympics' they talk about the importance of a good diet in helping the body to grow strong and healthy. They are supported in gaining a thorough understanding of safety issues. For example, they discuss fire safety, visiting a fire station and engaging in associated role play to reinforce their understanding.

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

The childminder maintains high standards within the quality of care she provides. She frequently reviews her paperwork and procedures, supporting her in promoting children's overall health, welfare and safety. The childminder takes an honest and conscientious approach to the evaluation of her daily practice. She attends additional training, utilising what she has learned to help review and develop her work. She therefore has a good picture of her strengths and weaknesses and can implement relevant changes. For example, assessment and activity planning have been improved so that children are consistently offered a wide variety of activities that promote their individual development. However, there is scope to enhance the childminder's self-evaluation in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement.

Children's progress is carefully monitored by the childminder. She uses her own experience and knowledge of child development and the Early Years Foundation Stage guidance to support this. Clear procedures for working with other people caring for the children enable the childminder to work in partnership with them in order to promote children's welfare and development. For example, she works with the local pre-school, exchanging information about assessments and planning. This information is then used so that the childminder can offer children appropriate support and activities that complement those at pre-school, thus further promoting children's learning. The childminder's good procedures for working with parents mean that children's care is consistent and parents are well-informed about their child's activities and progress. For example, the childminder makes good use of detailed daily diary sheets and regularly shares children's assessment records.

Thorough safeguarding procedures mean that children's welfare is consistently promoted. The childminder has attended additional training and has procedures in place to continually renew this and keep her knowledge up-to-date. She therefore has a good understanding of the correct procedures to follow should she have any concerns about a child in her care. Thorough risk assessments ensure that the childminder's home is safe and any hazards are minimised or removed. This means that children are able to enjoy their time with the childminder and have a positive childcare experience that forms a sound base for their future learning.

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	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. 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	EY222491
Local authority	Bedford Borough
Inspection number	877385
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	24/02/2009
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 that are usually their 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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