

Inspection date	01/05/2014
Previous inspection date	22/03/2013

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 teaches children to make choices about their learning and they lead their own play as a result.
- The childminder is tactile and affectionate with children which helps them to feel safe, secure and settled in her care.
- The childminder is aware of signs and symptoms which might cause her concern about children's welfare and has a good understanding of what action she must take to report any such concerns.
- The childminder encourages parents to be actively involved in children's care by sharing their own observations and suggesting activities.

It is not yet outstanding because

- There is scope to develop relationships with local schools where children attend to exchange more information to further enhance children's learning.
- At times, there are few real life and natural resources available for play to further ignite and inspire children's curiosity and interest.

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, kitchen and conservatory.
 - The inspector had discussions with the childminder.
 - The inspector undertook a joint observation with the childminder.
- The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children, of these, two children are in the early years age range. The childminder lives with her husband and son aged 12 years. They live in a house in Dunstable, Bedfordshire, close to local shops, pre-schools, and schools. Care is provided on the ground floor of the home which includes a kitchen, living room, conservatory and cloakroom. Children share access to the garden for outdoor play. The childminder holds a relevant level 3 qualification in childcare. She provides care all year round, from 7am until 6.30pm except for family 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:

- strengthen the relationships with schools where children attend to exchange information about learning to further build upon children's progress
- extend upon children's natural curiosity, interest and learning by providing more real life and natural resources for their play.

Inspection judgements

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

The childminder is well experienced and uses her knowledge with good effect. She teaches children to make choices about their play. For example, children can move between the rooms and select toys from shelving and boxes which are within easy reach. Consequently, children are able to lead their play and develop it as something else takes their interest. Although the childminder has a good array of toys for children, there is scope to extend children's learning experiences even further. Children sometimes have few opportunities to play with real life and natural resources to enhance their play. When children play dressing up and/or being doctors with dolls, for example, there are no bandages, plasters, bottles or wipes for them to use to inspire and ignite their imagination and creativity. Younger children enjoy playing with a wide range of toys, but these do not always arouse their senses as they are made from plastic. Regardless, the childminder seizes upon ways to extend children's learning. When children draw and colour, she gives them stencils to use to help them to further increase the control and dexterity in their hands. Children build strength in their larger muscles as they play outdoors. They scale the climbing frame and enjoy regular visits to the park where they slide and run around with enthusiasm which promotes their physical learning well.

The childminder understands how children develop language and as a result, she teaches them to learn new words through talking with them. Together, the childminder and children talk about what they are doing throughout the day. This helps children to hear language and they start to communicate themselves. Firstly, children use body language, smiling and squealing and then as they grow, they talk about what they like and want to do. As the childminder listens to children and values what they say, they feel confident to express themselves. The childminder encourages children to be sociable and able to mix with others. They attend toddler groups outside of the home where they learn social rules, such as, sharing and turn taking. This helps children to become successfully ready for starting school. Their positive attitude towards trying new things and leading their own play means they have the essential skills of their future learning.

The childminder informally observes children. She develops some of her observations in children's learning records. The childminder can discuss children's current stage of development, give examples of how they demonstrate their abilities and suggest activities to enhance their learning further. She talks with parents about children's interests and what they like to do at home which further helps her to plan activities which she knows children will enjoy. The childminder has less strong relationships with the school where children attend. She provides limited care for some young children who also spend time at school, although she has a brief chat with teachers when collecting or dropping off children, the exchange of this information could be further strengthened to enhance children's learning and development even further. The childminder monitors children's progress because she has an awareness of developmental expectations. She can match children's abilities to age bands which tell her whether children are making good progress. This means that she can identify if children's development does not progress as expected and she can take action to address this.

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

The childminder holds meetings with parents when their children first start in her care. This gives them opportunity to talk about children's home routines and discuss children's learning and development, including, what interests them and what they enjoy doing. Children have a settling-in period where they attend for a short period of time as they become used to being away from their parents. The childminder recognises that this can be a difficult time and encourages parents to leave comfort items for children and return when they wish. As children have time to settle and acclimatise to the change, they settle well. The childminder is attentive, affectionate and tactile with young children. She cradles them as they fall asleep to help them to feel secure. As a result, they fall asleep soundly and awake happily. The children seek the childminder out for comfort and reassurance and she is responsive to their needs. They ask her for a snack and drink and she allows them to dictate their own routine which helps them to feel confident and content. The childminder prepares children for changes in the routine. She asks young children if she can change their nappy, so they know what to expect next. She talks to older children about the rest of the day, explaining that after lunch they will be going to school. This means children are well prepared for the changes in their day and emotionally ready to learn. The childminder ensures that children develop independence in her care, which helps them to make the move into school as they are able to care for themselves.

Children enjoy undertaking specially appointed tasks, such as picking up the mail that has been posted through the letter box. Children like these responsibilities and want to help the childminder to care for younger children. This raises their self-esteem and sense of identity as they become the 'big' children. Children learn to care for the environment they play in by picking up toys after they have finished playing. The childminder encourages children to keep safe, she reminds them to sit on chairs and not kneel in case they tip over. Young children hold on to the door frame as they move between the kitchen and conservatory to steady themselves. Children behave well because the childminder gives them ample choices which help them to feel a sense of control. The childminder is patient and respectful of children and in turn, they show their respect of her. The children play well together and get along with each other because the childminder shows them equal time and attention to feel special.

Children eat healthy snacks and have frequent drinks of water. They sit together at meal times as they learn about using cutlery and being sociable at meal times. The childminder encourages children to enjoy the outdoors and they spend periods of time in the garden. They accompany the childminder to the local school to collect older children and enjoy stopping off at the local park. This helps children to gain awareness of how to live a healthy lifestyle as part of their usual routines. The children begin to understand about risk as they enjoy climbing and playing outdoors. They also learn about risks which are too great, for example when the childminder disposes of old toys because they are no longer safe to use.

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

The childminder has a good understanding about how to keep children safe in her care. She conducts risk assessments and makes sure that toys children play with are suitable for their age and safe, for example, they do not have sharp edges. The childminder supervises children closely while allowing them freedom to explore the differing rooms and toys on offer. She has a current first aid qualification and knows what action to take if children have accidents. These are correctly recorded and parents are made aware. The childminder recognises the signs and symptoms of abuse and keeps contact numbers visible at all times should she need to report any concerns about children's welfare. The childminder is aware of her responsibilities to meet the welfare requirements of the Early Years Foundation Stage and undertakes further training to refresh her knowledge and skills.

The childminder has relatively recently completed a level 3 qualification in childcare. She feels that this has refreshed her knowledge and skills, and enabled her to examine her work with children more closely. She has further plans in place to undertake training to support children's needs. The childminder has successfully addressed recommendations from her previous inspection and has some plans to develop the quality of her care further. She works with other childminders to discuss and exchange knowledge to promote her good practice. The childminder has completed the progress check for children aged two in the past, and feels confident in doing this in the future when the need arises.

She reviews the learning opportunities she provides for children in light of the frequency of their attendance and the information she finds out from parents. She is able to monitor children's progress well and can discuss examples when she has felt that children need extra support. Consequently, children make good progress in their learning and development in the childminder's care.

The childminder has previous experience of working with her local authority development worker and appreciates this support. She knows how to make contact with other professionals should the need arise to support children's learning and development. The childminder encourages parents to share their own observations and welcomes their suggestions of activities she can do with children. The childminder builds close, relaxed relationships with families and provides ways for them to share further information, such as through the daily diary. This helps parents to feel confident in the care she provides for their children.

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	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	EY251865
Local authority	Central Bedfordshire
Inspection number	967771
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22/03/2013
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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