

Inspection date	22/03/2013
Previous inspection date	03/06/2009

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

- Children develop a love of stories and an interest in reading because the childminder provides a wide variety of books for children to choose from.
- Children gain independence through familiar activities, such as snack time. They make choices about what they eat and wipe their hands afterwards to maintain good hygiene.
- The childminder helps children to follow house rules. She gives clear explanations of why these are in place and consequently, children learn to keep themselves safe.
- The childminder is committed to continuing her professional development by undertaking training. This has a positive impact upon the quality of care she offers children.
- The childminder has a very good understanding of safeguarding issues and maintains a safe and secure environment for children as a result.

It is not yet outstanding because

- Children have fewer opportunities to select crafts and activities for making marks, to further develop their very good literacy skills.
- In colder weather, children do not frequently play and learn in the garden, to further develop their growing physical skills.

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

- Discussion was held with the childminder at appropriate times throughout the inspection.
- The inspector looked at required documentation.
- The inspector observed children engaged in activities with the childminder.
- The inspector read through the childminder's self-evaluation form and discussed this with her.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder registered in 2005. She is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for seven children, of these two children are in the early years age range. The childminder lives with her husband and two grown up children. 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 and cloakroom. Children share access to the garden for outdoor play.

The childminder holds a relevant level 3 qualification in childcare. The childminder provides care all year round, 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:

- provide readily available resources for children to experiment with making marks, to extend their creative and writing skills
- provide greater opportunities for children to enjoy outdoor play in all weathers, when in the home environment, to promote their physical development.

Inspection judgements

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

Children enjoy attending the childminder's care and are enthusiastic about learning. This is because the childminder gives children plenty of opportunities to try things for themselves and generally make choices about their play. As a result, children engage in activities that support their learning for considerable periods of time, given their age and stage of development. Children lead their play and ask for toys they cannot reach. They create through craft activities, drawing and painting. However, the childminder controls when children engage in these activities which means their growing ability to express themselves freely through making marks is not always as well supported as possible.

The childminder observes children and takes into account their interests. She is aware that children enjoy sharing stories with her. To encourage them to think about what books they would like to read, she provides them in bags and boxes for children to sort through and choose. Children bring books to the childminder who sits them on her lap and reads to them using differing pitch and tone in her voice. This helps children to hear language

and they repeat the words the childminder says as they develop speech for themselves. The childminder knows that some children, such as those who have difficulty hearing, benefit from greater focus upon language. She spends time sitting with children and making sounds which children copy. This helps them to concentrate and practise sounds supporting their communication well.

Children build and construct using bricks and pretend play by stirring with spoons in pots as they make dinner. This helps them to develop their small muscles and increase coordination of their hands. Children gain good control of their larger muscles through balancing, climbing and running at local parks and groups they attend outside the home. There are less opportunities for children to build on these very good skills when in the home environment because they do not frequently play in the garden in colder weather.

The childminder records children's learning and the activities they experience in a book which she shares daily with parents. This communication helps parents to have a clear understanding of what their children are learning and how they can continue to support their learning at home. As a result, children experience continuity of care and there are strong lines of communication between home and the childminder.

Children learn to play together because the childminder explains to them why it is important to share and encourages them to take turns. This helps them to get along with others and play socially. When children go to groups outside of the home, they meet with new people and experience different environments while the childminder provides a secure base for them to return to. This helps children to feel confident in new situations which will support them as they make the move into their next stage of learning.

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

Children form close attachments to the childminder and show her affection. They feel secure with her because she finds out information about their individual routines and what they like doing before they start in her care. When children attend infrequently, she discusses with parents what time they have woken up and ensures the daily routine meets their needs. For example, children snuggle on the sofa under a blanket to have rest time when they have had an early start to the day. Children develop positive attitudes to exercise by going for walks in their local area as part of their routine.

Children are familiar with what happens at different times of the day because the childminder explains to them what they will do next. She also gives them warning before a change is about to happen. This means that children feel secure as they know what to expect. At snack and meal times the childminder encourages children to choose what fruit they would like and explains it is good for them. This gives them a choice in what they eat and encourages them to think for themselves. Children further demonstrate their independence by wiping their own hands and putting the tissues into the bin when they have finished. Therefore, children learn about good hygiene practices. The childminder asks children whether their nappy needs changing, helping them to gain an awareness of toilet training before they are ready to use the toilet independently.

Children are made aware of the house rules because the childminder gives them clear explanations about why they cannot do something. At meal times, children must sit at the table, the childminder explains this is because if they eat food when walking around they could choke. Children tidy away toys because the childminder tells them this is to help them move around without tripping over. As a result, children learn to keep themselves safe and behave very well at all times.

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

The childminder has a very good understanding about how to keep children safe. She knows her responsibilities in relation to child protection and takes steps to ensure she has a good understanding of how to use technology safely when taking photographs of children. Thorough risk assessments help the childminder to review all aspects of her home and she takes measures to overcome any potential risks she identifies. Children practise fire evacuation relevant to their individual ages and the childminder records these to monitor their frequency. The childminder uses her policies and procedures to underpin her practice and communicate her intentions with parents. She reviews these frequently to check their suitability and updates them in line with changes to legislation.

The childminder explains the benefit of working with others who support her practice. She attends local groups to share good practice and develops her records of children's progress to ensure she can share these with others who will provide care for children in the future.

The childminder has a positive attitude towards professional development. This means that she is proactive in seeking out training that will support her to continuously improve upon the quality of care she offers to children. When she identifies areas of her practice that she feels needs developing, she attends training and re-evaluates her procedures. Ongoing support from local development workers helps the childminder to critically review her care and identify areas of strength and weakness. The childminder seeks the views of parents and children and uses these to provide flexible care that meets the needs of the families who attend. Action plans are effective in bringing about changes that benefit children most and recommendations from the previous inspection are fully addressed. Consequently, the childminder demonstrates that she has a good capacity to maintain continuous improvement in the future.

Good relationships with parents help the childminder to provide care for children that meets their individual needs. The childminder discusses with parents the most suitable time to complete the progress check at age two and welcomes their observations and assessments of children's progress to include in this. This, along with the childminder's understanding of children's individual abilities, means that it is an accurate reflection of their development. The childminder reviews the activities she provides to ensure that children learn at a consistent rate that meets their developing needs and provides

challenge. Consequently, children make good progress in their learning and development.

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 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	EY251865
Local authority	Central Bedfordshire
Inspection number	819738
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/06/2009
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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