

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 February 2015 |
| Previous inspection date | 16 July 2009     |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|----------------------------------------------------------------------------------------|-------------------------|--------------------|----------|
|                                                                                        | Previous inspection:    | Good               | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- The childminder uses exemplary teaching methods. She meticulously plans a wealth of learning experiences that are exactly tailored to children's needs. Consequently, children are excited and enthusiastic, showing a great desire to explore and learn. They are exceptionally well prepared for school and future learning.
- The childminder naturally engages children in discussions. She listens attentively and supports them exceptionally well in expressing their views and participating appropriately. Therefore, children develop excellent communication skills and understand how to interact with others.
- The childminder's excellent monitoring means that she has an exceptionally accurate picture of each child's progress. She is highly efficient in identifying children's strengths and any gaps in their learning. She then plans pertinent activities that support children in making rapid progress.
- The childminder's partnership working with parents is exemplary. She provides concise information so that they are fully informed and are supported in extending their children's learning. For example, she works with them to develop children's next steps and to plan practical activities to promote these.
- The childminder pays meticulous attention to understanding each child. She ensures that their needs are always met and their care is of the highest standard. Children settle quickly and have warm, trusting relationships with the childminder.
- The childminder has a comprehensive knowledge of safeguarding procedures. She considers every aspect of children's welfare and consistently promotes this.
- The childminder is highly motivated. She attends training and carries out her own in-depth research. This has a positive effect on children. For example, she has developed her skills in using open-ended questions that encourage children to think, solve problems and share their ideas.

## What the setting needs to do to improve further

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

- enrich the already very good opportunities for children to use information and communication technology programs, for example, to further support their early reading skills.

### Inspection activities

- The inspector observed activities in the childminder's house and viewed areas of the home used for childminding.
- The inspector talked with the childminder and the children present and reviewed two activities 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 given in their written feedback to the childminder.

### Inspector

Kelly Eyre

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The childminder has an excellent understanding of how children learn and of how her interactions support this. Her insightful planning of the learning environment, whether inside or out, means that wherever children play they have endless opportunities. They learn essential skills in readiness for school, such as, how to solve problems and how to review their knowledge and transfer this. For example, when they choose difficult puzzles, they remember that they have previously started by identifying the corner pieces. They carefully apply this principle and when they complete the puzzle are inspired to try an even harder one. The childminder offers children simple, adaptable resources and perceptively supports them in using these flexibly and creatively. For example, children hang laminated letters on a low washing line. They concentrate intently, naming each letter as they carefully peg them on. They are entirely engrossed as they decide to arrange the letters in alphabetical order. The childminder supports this challenge by gently suggesting that they sing an alphabet song to aid their memory.

### **The contribution of the early years provision to the well-being of children is outstanding**

The childminder's excellent daily practice means that children are secure, healthy and independent. They approach daily life and any challenges with a highly positive attitude and the childminder prepares them exceptionally well emotionally for future learning. They learn to understand and respect other people's beliefs as the childminder offers them a multitude of meaningful opportunities. For example, they enjoy receiving resources and letters from pen pals around the world. They talk about the culture, climate and language and competently identify the country on the map. They use greetings and simple words in other languages, such as, Afrikaans, Spanish and French. Children enjoy many outings that help them understand their local community. They learn about taking care of their world, for example, through sorting daily items for recycling. Children gain an excellent awareness of safety issues. For example, older children help organise and review the emergency evacuation procedure.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The childminder has an excellent knowledge of the Early Years Foundation Stage and a positive commitment to providing the best childcare she possibly can. She has accurately addressed previous inspection recommendations. For example, her partnership working with other childcare providers is now exemplary. She uses communication books, meetings and her own detailed learning summaries to exchange information about children on a frequent basis. This ensures that their care is consistent and all are working together to promote children's development to the optimum. Excellent self-evaluation precisely identifies areas where the childminder can improve her work to an even greater extent. For example, she has recognised that she can use information and communication technology programmes even further, for example, to support children's early reading skills.

## Setting details

|                                    |                      |
|------------------------------------|----------------------|
| <b>Unique reference number</b>     | EY262725             |
| <b>Local authority</b>             | Central Bedfordshire |
| <b>Inspection number</b>           | 860569               |
| <b>Type of provision</b>           | Childminder          |
| <b>Registration category</b>       | Childminder          |
| <b>Age range of children</b>       | 0 - 17               |
| <b>Total number of places</b>      | 6                    |
| <b>Number of children on roll</b>  | 10                   |
| <b>Name of provider</b>            |                      |
| <b>Date of previous inspection</b> | 16 July 2009         |
| <b>Telephone number</b>            |                      |

The childminder was registered in 2004 and lives in Flitwick. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

