

Inspection date	26/03/2014
Previous inspection date	09/10/2009

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 be curious about the natural world as they examine birds' nests and watch the way that snails move across surfaces.
- The childminder makes accurate observations and assessments about children's progress and fully involves parents in their children's learning and development.
- The childminder values children's home routines and ensures that children follow the pattern they are familiar with while in her care.
- The childminder knows her responsibility to keep children safe and recognises the signs and symptoms which might cause her concern about children's welfare.

It is not yet outstanding because

- There is scope to extend upon the range of resources available for children's physical skills when they first become mobile.
- The childminder does not always find ways for younger children to readily share their ideas for planning and evaluating activities.

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 children's activities in the living room.
- The inspector had discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector took into account the feedback left by parents.

- 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 was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two teenage daughters in a house in Dunstable, Bedfordshire. She uses the whole of the ground floor, one first floor bedroom and the rear garden for childminding. The childminder has a relevant level 3 qualification. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. The childminder drops off and collects children from local schools and nurseries. There are currently seven children on roll, three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school and in the school holidays. The childminder operates all year round from 7.30am to 7.30pm Monday to Friday except for family holidays 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:

- increase the range of resources available for children who are becoming mobile, for example, by providing push-along toys and stable equipment for them to pull themselves up to increase their physical skills further
- extend upon the good practice for older children's involvement in planning and evaluating activities by finding ways for younger children to be equally able to express their ideas and views about the activities they engage in.

Inspection judgements

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

The childminder has a good knowledge about how to support children's learning and provides activities which she knows they will enjoy. Children particularly like being outdoors and the childminder teaches them to become curious and interested in the natural world. Young children take great interest in finding bird's nests and observe the chicks inside. Older children watch the way that snails move across a wet surface as they understand the features and differences between living things. The childminder develops her garden to provide children with shelter in wet and hot weather so they can enjoy it all year round. The children ride their bikes and scooters and the childminder uses traffic signs to help them to understand when to slow down and stop. This helps children to gain control over their movements and means that young and older children can play together safely. The childminder supports young children by holding their hands as they become mobile and enjoy pulling themselves up to standing. However, there is not always a wide range of toys and equipment, such as push-along toys and low-level resources for them to

extend upon this and develop their physical skills even further. Children use a range of tools which help them to develop control and dexterity of their smaller muscles. During craft activities children use scissors, pens and paintbrushes as they increase in skill and confidence.

The childminder teaches children to be interested and aware of early literacy. She provides name pegs for children to hang up their coats and helps children to sound out the letters as they do so. Children understand that letters have meaning because they see a range of posters, familiar words and labels in the environment. As a result, children enjoy reading and older children start to read to younger ones. This demonstrates that children understand that their knowledge is important and valuable and they develop positive attitudes towards their learning, as a result. This prepares them well for their eventual entry to school. The childminder values the language and sounds that young children make. They engage in babble and shriek with delight at things which interest them. The childminder talks to children about their day and what they are doing and awaits their response. This helps young children to understand that conversation is a two-way process and their early attempts at talking are valuable. The childminder places equal importance upon the language which children and families use at home. She finds nursery rhymes in children's first language and children are confident to teach younger children key words. This means that all children are able to express themselves and discuss their wants and needs well. The childminder recognises that children are able to express themselves and their views clearly and encourages older children to participate in planning and evaluating activities. However, younger children have less opportunity to do this to fully share their ideas.

The childminder uses observations to identify children's stage of development and to plan for what they need to learn next. She completes a picture diagram of children's learning each month, including photographs and observations of children's achievements. She shares children's learning with parents and welcomes their own comments and discussions about what children learn at home. The childminder uses expected development milestones to track the progress children make and to identify any areas where they need extra support. This means that she can clearly measure children's good progress from their individual starting points.

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

The childminder builds close relationships with children, in some cases enduring many years. As the childminder is warm and welcoming, children feel comfortable and content in her care. The childminder works very closely with parents to plan a routine for children with mirrors that of home and meets children's individual needs. The childminder informs parents about what children eat, when they have had a nappy change and what time they sleep in a daily diary. The childminder works with the schools and nurseries where children attend to find out about their menu for the week. This enables the childminder to make sure that she gives children balanced and different meals in her care. The childminder helps children to adjust to the changes in the daily routine, for example, they talk about what children have done at nursery or school and what they do with the childminder on their journey back to her house. The childminder takes young children to toddler groups

and activities outside of the home to help them prepare for attending group settings, such as nursery. Children are settled and content to separate from their parents, showing their confidence and emotional readiness for learning in the childminder's care.

The childminder teaches children to become independent by taking off and putting on their own coats and shoes. When children arrive at the childminder's house they know the routine of changing their shoes into slipper socks and choose a pair to put on. The children know that they do this to prevent them slipping on the wooden floor. The childminder encourages children to choose their own hand towel for the day and children enjoy washing their hands using an automatic soap pump. This helps children to begin to understand for themselves about how to reduce the spread of infection. The childminder imposes house rules which are age appropriate and help all children to understand the boundaries and expectations for their behaviour. The childminder finds ways for children to have as much choice as possible in what they play so they have some control over their day. The childminder helps children to understand that at her house, all toys are for sharing. If they bring special toys which they do not want to share with others, they can leave these in a basket until they go home. This is an effective way for helping children to understand how to get along with others and share the toys they play with. Consequently, all children of all ages get along well together, playing harmoniously side by side.

Children have lots of fresh air and exercise as part of their routine and eat a healthy snack and meals. This helps to contribute towards children's understanding about the components of a healthy lifestyle. Children begin to experience risk and challenge as they play in local parks. The childminder explains to young children that if they cannot reach the equipment, they are too young to climb it and the smaller equipment suits them better. This helps them to begin to understand about some ways things are made safer for them. Children enjoy cooking and use the oven under the close supervision of the childminder. Children learn about the risk the oven poses and why they cannot touch it which deepens their understanding.

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

The childminder carries out assessments of areas where children play to reduce any likely risk to them. The childminder has put measures in place to help keep children safe outside of the home. For example, she has made credit card size contact sheets containing children's photographs and contact numbers which she carries with her in the event of her having an accident herself. The childminder completes frequent training to fresh her knowledge of child protection and safeguarding issues. This means that she is aware of the signs and symptoms which might cause her concern about children's welfare and knows how to pass any such concerns on to the appropriate person. The childminder maintains thorough records of children's arrival and departure and ensures that she monitors children closely at all times. The childminder practises evacuation from the premises with children so they know what to do in the event of a fire or other emergency.

The childminder has a positive approach towards ongoing professional development. She has a relevant childcare qualification at level 3 and has started to complete higher level

qualifications. The childminder undertakes regular training which is relevant to her practice. For example, when caring for children who have food allergies the childminder attends allergy awareness courses. Her newly acquired knowledge enables her to review and adapt her procedures to better meet the needs of children. The childminder completes informal self-evaluation. She implements changes, such as to the garden area, layout of resources and method of planning, to improve her care for children. She encourages parents and children to share their views to make her evaluations relevant and effective. The childminder recognises that some changes are not as effective as she expects and further changes her approach until she is confident that she can achieve what she desires. This is particularly the case with her monitoring of children's progress. The childminder now has a system for assessing children's learning which she feels confident in. When completing the progress check for children at age two, she compares her own assessments to that of those which nurseries complete. She is confident to explain her reasoning and demonstrate evidence which supports the assessments she makes. This helps parents to trust the childminder's ability to monitor their children's progress and provides accurate information to make sure that children's learning and development needs are fully met.

The childminder is establishing links with the other settings where children attend and uses their planning to inform her own. This means that she is able to complement children's learning and build upon what they already know. The childminder does not care for any children who need extra support but is aware of the importance of working with other professionals should the need arise. The childminder attends local children's centres where she runs a childminding group. This enables her to share good practice with other childminders and to exchange ideas for planning activities for children. The childminder works with her local authority development worker to enhance the quality of her care. Parents are keen to share their appreciation of the childminder and find her to be very flexible and kind hearted which they feel is the reason why children are so happy in her care.

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	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	EY291687
Local authority	Central Bedfordshire
Inspection number	861414
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	09/10/2009
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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