

Inspection date	23/06/2014
Previous inspection date	14/12/2010

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 utilises craft activities to teach children about mathematics. These, along with other well-planned activities, boost children's critical thinking skills, preparing them well for their future learning.
- Parents have a high involvement in their children's care. The childminder uses the information they share to plan exciting and engaging activities for children.
- Children benefit from engaging play outdoors and go on outings that encourage them to be active, courageous and excited by their learning.
- The childminder has a very good understanding of child protection issues. She uses her policies and procedures to underpin her practice effectively to help keep children safe.

It is not yet outstanding because

- Observation, assessment and tracking is not always fully extended to precisely pinpoint children's next steps in learning.
- Children do not always build upon their good understanding of the world through using the technology they encounter in their everyday learning.

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 and garden.
 - The inspector had discussions with the childminder and children.
 - The inspector discussed a planned activity 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 was registered in 2006 and is 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 four years, in a house in Leighton Buzzard, Bedfordshire. She uses the whole of the ground floor and the rear garden for childminding. She attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently six children on roll, five of whom, are in the early years age group and attend for a variety of sessions. School-aged children attend before school. The childminder is open term-time only from 7.45am to 5.15pm, Monday to Friday. The childminder has a recognised qualification at level 4 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance observation and assessment of children's development by using tracking to identify precise and finely tuned next steps in learning
- extend upon children's understanding of the world by encouraging them to use and understand more about technology in order to enhance their learning further.

Inspection judgements

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

The childminder plans activities that follow on from what interests children. She fully utilises each activity she plans to promote children's development. For example, a creative activity of making boats helps children to understand about mathematics. The childminder uses positional language, such as 'in', 'out', 'on' and 'under'. Children understand these concepts well because they link to what they are doing. The childminder teaches children to be critical thinkers by asking their opinion and getting them to predict what will happen when they place their boat on the water. Consequently, the good skills children acquire enable them to become confident learners who can solve problems. These attitudes and dispositions are essential for children's successful future learning. Therefore, the childminder prepares children well for starting school. The childminder talks with children, asking them questions and listening to their responses. She respects what they say and shows an interest. This enhances children's desire to talk. Children use expressive language, particularly when talking about things they enjoy. When children are less competent talkers, the childminder repeats words back to them with correct pronunciation and gives them time to talk one-to-one. Because of these good methods of teaching,

children become confident, chatty and articulate individuals, who can express their ideas clearly.

The childminder encourages children to draw and write. They handle crayons and pens proficiently from a young age. Children enjoy using water pens to make lines, and observe their wet handprints evaporating in the sun. This helps them to enjoy making marks and strengthens the muscles in their hands to prepare for writing. Children have equally abundant opportunities to develop their larger muscles. They delight in climbing steps to slide down a very large slide and spend much time in the local park, where they develop coordination and balance through using the apparatus. The childminder takes children to local toddler groups in the area. Here, children meet with others and develop social skills, such as sharing and turn taking. Children enjoy role-play activities where they imitate the things they experience in their everyday lives. For example, children wash dolls hair and talk about having their own hair washed. The childminder encourages children to explore sensory materials, such as sand, leaves and water. Children enjoy observing the properties of these materials, as they make their clothes wet and hide things inside the sand and leaves. This intrigues children and sparks their natural sense of curiosity. They sustain their attention for a long time given their young age. Children enjoy listening to music on a CD player and the childminder photographs their activities and equipment for a catalogue, which children use to help them decide what to play with. There is scope to enhance children's interest and understanding of technology further, by giving them greater involvement in using this equipment.

The childminder observes children at play and uses her observations to assess children's development and plan for what they need to learn next. However, currently, the childminder has no method of tracking their progress. This means that at times, children's next steps in learning lack precision and sharp focus to plan in a highly effective manner for their future development. Together, the childminder and parents identify children's starting points. They continue an open dialogue of discussion throughout children's care. The frequent and productive exchange of information means that parents and the childminder can complement children's learning and build on their achievements. The childminder forms equally successful relationships with the other settings where children attend. She finds out about what children learn through talking with their key person and finds ways to continue this in her own planning.

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

The childminder forms close attachments to children in her care. She spends time talking to parents during handover periods and shares the day's activities and children's learning in a daily diary. This helps children to experience a smooth move between their differing environments. The childminder is aware of the impact of big changes in children's lives, such as the arrival of a new sibling and starting school. She talks to children about this and modifies her routines to help children to prepare. The childminder takes children to toddler groups where they get used to being in a noisy group and following different routines. The childminder observes children's home routines for sleep and eating and shares care practices with parents to keep them informed. Children display high self-esteem and separate from parents with confidence because they enjoy their time with the

childminder.

The childminder teaches children to develop independent skills they need for their future. They pour themselves a drink when they are thirsty and butter their crackers at snack time. Children set the table for snack and lunch by finding their name on their placemat. The older children use the toilet by themselves and wash their hands without prompting. This helps to maintain good hygiene. Therefore, children are learning to meet their own needs well. The childminder encourages children's healthy eating by planning menus following recommended guidelines for children's nutrition. She teaches children about good choices by encouraging them to try new foods. The childminder finds ways to encourage children to be active. For example, when children are developing stamina in walking, she makes walks fun, such as by putting on wellington boots and jumping in puddles. Older children enjoy being active, as they scale large slides and balance on rope bridges. This helps children to test out their abilities and they become courageous and enthusiastic in taking manageable risks in their play.

Children behave very well because the childminder teaches them to articulate how they are feeling. Children say 'no, thank-you' if they do not want to play in a certain way and they all understand this. The childminder gives children many choices for what to play with and how to play. For example, they choose to eat their lunch inside a tent on occasions. This helps children to gain a sense of control in their environment and they follow rules happily as a result. The children learn about keeping themselves and others safe. Older children understand that some toys can only come out when younger children are not present in case they put them in their mouths. They know that this could be dangerous and so they help pack toys away at different times of the day. The childminder takes children out of the home for walks around the local community. They learn how to find safe places to cross the road and why they must remain close by the childminder. This helps the children to develop an understanding of how to manage their own safety, which equips them well for the future.

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

The childminder has a good understanding about child protection issues. She undertakes training and reviews the policies and procedures, which underpin her practice to ensure their effectiveness. As a result, the childminder can confidently identify the signs and symptoms that might cause her concern about children's welfare and knows how to report them to the relevant agency. The childminder keeps a list of contact numbers nearby, should she need to seek advice or guidance. She is aware of how to reduce the possible risks to children from using technology. She does not use her mobile phone to take photographs of children, and any images she does take on her camera, she deletes after use. The childminder carries out risk assessments of the areas where children play and the outings they go on. This means that she can identify and minimise any likely risks to children, which she encounters.

The childminder has a positive attitude towards ongoing professional development. She has started to undertake study to complete the foundation degree in early years. She has

a long-term goal of extending her qualifications further. The childminder also fully exploits opportunities to refresh her knowledge through attending short courses. She uses this learning to make changes to her provision, which benefit children. For example, recent training in managing children's behaviour helps her to promote positive ways to teach children to get along with each other. The childminder has fully addressed the recommendation from the previous inspection and has now turned this into a strong area of her practice. This demonstrates the childminder's good capacity to sustain ongoing improvements in the quality of care for children. The childminder works alongside the local authority development worker to review her care for children. This enables her to be reflective, and to make changes, such as introducing new methods for observing children, which are beneficial.

The childminder monitors the quality of her teaching and the effectiveness of activities. Children choose what to play with from a catalogue of the toys available, which enables them to contribute towards the planning of activities. Parents share their views and ideas through regular feedback, which enables the childminder to adapt her provision to best meet the needs of those who use it. The childminder monitors children's learning to make sure that they make consistently good progress. Assessments of children's learning, such as the progress check for children between the ages of two and three years, include parents' observations and views. This, along with the many other ways the childminder engages with parents, means that they are actively involved and highly complimentary about the care she provides. The childminder develops good relationships with the other settings where children attend. She is fully aware of the importance of working with other professionals, should the need arise in the future.

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	EY321110
Local authority	Central Bedfordshire
Inspection number	862397
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	14/12/2010
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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