

Inspection date	25/11/2014
Previous inspection date	08/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent. The childminder uses an extremely wide range of teaching techniques, such as explaining, demonstrating and open-ended questioning, in order to give each child a highly individualised learning experience. As a result, children are enthusiastic about their learning and make rapid progress.
- The childminder keeps exceptionally detailed records of children's achievements. This means that she knows children's stages of development extremely well and plans accurately for their next steps in learning.
- Partnership working with parents is exceptional. The childminder effectively engages parents to contribute information about children's learning at home, so that the childminder can support children to make the best possible progress.
- The childminder demonstrates a very secure understanding of how to safeguard children in her home. She implements a range of robust policies and procedures with regard to safeguarding and promoting children's well-being. As a result, children's safety is effectively promoted at all times.

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 childminder's home and discussed them with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- checked evidence of suitability of household members and assistants, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Anne Bell

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 three children in a house in Biggleswade. The whole of the ground floor and the rear garden are used for childminding. The family has a hamster as a pet. The childminder takes children to and collects children from the local schools and pre-schools. The childminder works with an assistant on some days of the week. There are currently 17 children on roll, 11 of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday except bank holidays and family holidays. She 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:

- maintain the high quality of teaching by, for example, continuing to use innovative techniques that engage and interest children to maximise their learning.

Inspection judgements

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

The childminder demonstrates outstanding teaching skills. She uses an extremely wide range of teaching techniques, such as modelling language, explaining, exploring ideas and open-ended questioning, in order to give each child a highly individualised learning experience. As a result, children are enthusiastic about their learning and make rapid progress. The childminder uses an excellent variety of activities and techniques that promote truly purposeful learning through play. She carries out frequent observations of children's achievements and keeps exceptionally detailed records of children's development. This means that she knows children's stages of development extremely well and plans accurately for their next steps in learning. The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage, and how young children learn and develop. She is very proficient at promoting the skills that children need in order to become effective learners. She encourages children to play and explore by providing uninterrupted time with exciting, stimulating activities and resources. For example, children delightedly explore an attractive selection of small brushes, learning about the texture of the various bristles and handles, and discussing how they are used. They then go on to develop their ideas by using the brushes in role-play scenarios with the dolls and toys. At all times, the childminder provides a language rich environment for the children. She provides children with new words and descriptions as well as encouraging children to verbalise their own thoughts and ideas. As a result, children develop high levels of concentration and perseverance and

are highly motivated as they lead their own learning. The development of these qualities and attitudes are an excellent preparation for future learning at nursery and school.

The childminder plans a superb range of activities within regular themes. For example, she teaches children about the changing seasons as they go for walks in the park to observe the changes in nature. Also, they collect leaves and conkers for their autumn collages and craft work. She supports children to carry out their own research and to find pictures and information relating to the theme. Children's physical development is extremely well promoted through the use of an excellent range of outdoors equipment, as well as frequent visits to the local park where they can challenge themselves on larger equipment. The childminder provides numerous opportunities for children to develop their literacy and mathematical skills through play. She teaches children to count, to listen to and enjoy stories and rhymes, and to begin to form letters, all in fun, enjoyable ways. The childminder teaches children to listen to each other and contribute to a group discussion as they take part in group times, where they share and talk about favourite items from home. This promotes their listening and communication skills exceptionally well. Consequently, children are learning the skills they need for when they start school.

Partnership working with parents is exceptional. When children start attending the childminder's setting parents receive a comprehensive pack that tells them about the Early Years Foundation Stage. Planning is displayed and shared with parents. The childminder invites parents to contribute to her records of children's achievements by adding their own contributions and observations. As a result of this excellent sharing of information, all those involved in the children's development are extremely well informed about how to support the children's learning further.

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

The childminder clearly values each child as an individual. She speaks extensively about the children in her care and shows genuine care and affection for each one. Children approach her confidently and demonstrate excellent attachments with her. As a result, children feel secure and their self-esteem is extremely well promoted. There is a comprehensive settling-in procedure, which is flexible to accommodate children's and parents' individual needs. At this time, parents complete an 'all about me' form about their child and discuss any individual care needs, including dietary and medical requirements. The childminder then incorporates these individual needs into her day-to-day planning. Consequently, children's well-being is effectively promoted from the start. The childminder keeps parents informed about children's care needs through a detailed daily diary.

The childminder encourages children's independence at every opportunity. For example, children tidy away their toys before moving on to new activities, use the toilet and washing facilities by themselves, and feed themselves independently. The childminder has high expectations of children's behaviour. She explains clearly and calmly to children how their actions can impact on others, and consistently encourages children to demonstrate respect and care for one another and for their environment. As a result, behaviour is exemplary and children play harmoniously together. Children develop an understanding of

the importance of physical exercise as they play in the well-resourced garden each day and visit local play areas. The childminder places a high priority on healthy eating. She has received a recognised award for her effective approach to promoting healthy diets. She teaches children about different fruits and vegetables through themed activities, including cooking items from the weekly delivery of a vegetable box. She provides nutritious, healthy meals and snacks for children and informs parents through a weekly menu planner. This impressive wealth of practical opportunities teaches children the importance of a healthy diet and gives them ways to achieve it.

The childminder takes the children to group activities and to the local library, where they have the opportunity to play with larger groups of children. The childminder supports children extremely well when they start attending nursery or school. She places a strong emphasis on helping children to become independent in preparation for their next setting. She ensures that children have the practical skills they need when they transfer to school, such as being able to dress themselves and feed themselves at lunchtime. This means that children can approach their new settings with confidence because they can manage their own hygiene and personal needs.

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

The childminder is very knowledgeable and experienced and she safeguards children extremely well. She regularly updates her safeguarding training in order to refresh her knowledge. As a result, she demonstrates a very secure understanding of the signs and symptoms that would cause her concern with regard to a child's well-being. She implements an informative range of policies and procedures and is fully aware of the steps to take in the event of a concern. She ensures that suitability checks are carried out on the adults living and working in the setting. She introduces visitors to the children and explains the reason for their visit, providing reassurance. She has a highly comprehensive risk assessment in place, which covers all aspects of the provision, indoors and outdoors, as well as on visits and outings. The childminder has considered all aspects of risk within her setting and has been extremely conscientious about putting in place measures to ensure that children's safety is ensured at all times. As a result, children's welfare and safety are extremely well promoted.

The childminder has excellent systems in place to monitor children's progress. She uses approved guidance to track and identify children's stages of development. As a result, activities are extremely well matched to children's learning and development needs and they make excellent progress. The childminder completes the progress check for children between the ages of two and three years and shares an extremely detailed written summary with parents. This enables them to support children's developing skills at home. The childminder shows an impressive commitment towards her ongoing professional development, so that she can continue to provide a high quality service to children and parents. This involves undertaking regular training and development, including the recent completion of a degree in early years practice. The childminder recognises the importance

of sustaining her high quality provision through training and the implementation of new and exciting ideas. For example, by continuing to use a range of innovative techniques that engage and interest children to maximise their learning. As a result, she keeps herself extremely well informed about current educational theory and research, and she applies this knowledge to further improve her own practice. She has thoroughly addressed the recommendations from her previous inspection and demonstrates impressive levels of motivation and enthusiasm about her work. The childminder effectively monitors the work of her assistants. She provides in-house training and supervision so that assistants are fully informed about how to implement the requirements of the Early Years Foundation Stage. Consequently, children receive a consistent, professional approach from all the adults in the setting.

The childminder works highly effectively alongside other settings that children attend. She obtains parental consent to share information with relevant professionals so that children's learning is supported to the maximum. She discusses with staff what children are learning at their other settings so that she can support this further with follow-up activities. The childminder's self-evaluation is extensive. She completes a comprehensive self-evaluation form. She invites parents to give regular feedback through a wide-ranging questionnaire. She also carries out her own research as part of her ongoing studies, and seeks advice and feedback from other professionals in order to improve her practice. All opinions are valued and acted upon. Parents say they fully appreciate the childminder and her service. They are glowing in their comments and clearly hold her in high regard because she is dedicated to providing the best quality childcare for all children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY332879
Local authority	Central Bedfordshire
Inspection number	862549
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	08/10/2009
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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