

Inspection date	04/02/2014
Previous inspection date	09/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Through skillful questioning, the childminder challenges children's learning so they make very good progress in all areas of development.
- The childminder accurately monitors children's learning and development so that her observations help shape daily planning of activities to support children's individual progress.
- The childminder has a very good understanding of her role in keeping children safe and appropriately manages any issues as they arise.
- The childminder works closely with parents to ensure that all the care and learning needs of the children are met.

It is not yet outstanding because

- There is scope for the childminder to review how she can quickly identify areas in her professional development that could be supported through additional training, so that children's progress can be consistently maximised through the childminder's continuing improvement of knowledge, understanding and practice.

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 house and talked 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,
- evidence of suitability of household members, 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.

Inspector

Katrina Rodden

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 partner and two children aged 11 years in a house in the village of Eaton Bray, Bedfordshire. The whole of the ground floor is used for childminding and there is an enclosed courtyard garden for outdoor play and a separate lawn area with a pond that is inaccessible to children. The childminder takes children to and collects them from local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- review and reflect on how professional development opportunities are identified and accessed so that there is a strong drive to improve through carefully targeted training that is aimed at raising children's achievements to the highest levels.

Inspection judgements

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

The childminder provides a wide range of toys and activities to encourage children to explore and learn. Through skilful questioning, the childminder encourages children to think critically, predict outcomes and problem solve. For example, while children play with a farm set, the childminder asks children to sort the animals and to predict how many pigs will fit in the toy barn. By allowing children time to think through their answers, the childminder helps children make good progress in their learning and development. By carefully observing children, the childminder accurately records children's learning and developmental stage to identify their next steps. Consequently, activities and resources offer suitable structure and challenge to help maximise the children's learning opportunities so that children make good progress. Children have free access to books, construction toys and art materials. Additional resources are used on a rotational basis that children spontaneously request. By using toys and activities that children are interested in, the childminder can introduce new concepts and learning into their play. For example, while children play with play dough they decide to make dinosaurs. The childminder asks the children how many legs they need to make and how they think they could make the eyes and this helps children to think critically and to problem solve. Children enjoy playing in the garden and visit the local park on their way home from

school. The childminder encourages the children to run, climb and balance to help them develop their physical skills. Children enjoy regular trips to the local library to choose new books to share with the childminder. Children enjoy sitting quietly with the childminder to read stories together or to find out information about subjects that interest them, such as animals or cars.

The childminder has built up a good relationship with the local pre-school and primary school. Children regularly accompany the childminder when collecting older siblings and other children from these settings, so they are familiar with the environment before they start to attend themselves. The childminder encourages children to share and turn take in preparation for school or pre-school and regularly talks to the children about the activities they will do in the other settings. Consequently, children are prepared for the next stage in their learning.

The childminder quickly builds very good relationships with both children and parents. When children first visit the childminder, parents give information about daily routines, interest and developmental stage. This helps the childminder to provide appropriate activities to move children on to the next stage in their learning. By using daily diaries the childminder ensures that communication channels with parents are maintained, and that messages from other settings can also be passed on effectively. Parents are encouraged to read the learning journals that the childminder maintains for each child. These contain observations and notes about the child's progress that can be used to trigger discussions about development and current interests. The childminder also shares teaching ideas with the parents to help them support their child's progress at home and parents share achievements made at home.

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

The childminder creates a stimulating and secure environment for the children to grow and learn in. By maintaining consistent boundaries and encouraging children to be kind to each other, share and take turns, the childminder is successful in making sure children behave very well. Children feel emotionally secure as they share a good bond with the childminder, which in turn, encourages exploration and active learning so that children make good progress in their learning and development.

Parents play an important role by sharing care routines used at home. For example, when children first begin to use a potty, the childminder discusses with parents how to maintain a consistent approach to make the transition from nappies to pants a positive experience. As children grow and are preparing to move to school, the childminder shares information about the children's progress with parents and staff. Children are able to talk about their concerns with the childminder so that she can offer reassurance and support. Consequently, children's transition to school is made as smooth as possible for all concerned.

Parents provide a packed lunch for children and the childminder cooks a fresh, nutritious evening meal for them. Children try different fruits at snack time as the childminder

teaches children the importance of a balanced diet. Children are encouraged to wash their hands before food and after toileting and to run and play in the fresh air to keep fit. Through play and exploration, children are able to take developmentally appropriate risks while the childminder teaches children how to stay safe. For example, children gain knowledge about road safety on their walks to the park and school.

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

The childminder is a positive role model who guides the children to promote their awareness of how to stay safe. She has well thought out procedures to keep children from harm and is clear who to report any concerns to in order to promote safeguarding. The childminder has procedures in place in the event of an emergency and ensures that resources and play materials are clean and safe.

The childminder maintains accurate information about all the children's development to help her shape daily activities with the children. When the childminder identifies any gaps in the children's development these are quickly addressed so that all children make good progress in all aspects of their learning. To further enhance and build upon her already good practice, there is scope for the childminder to attend a wider variety of local courses, to gain further ideas about how to take her practice and children's achievements to the next level.

The childminder has established strong relationships with staff from the local pre-school and school. Through discussions with them, the childminder finds out what topics and themes the children are covering in the settings on a weekly basis and incorporates these into her daily plans. Through this, the childminder can extend the children's learning and experiences while reinforcing concepts and information gained from other settings. Children enjoy the continuity of learning and enjoy the extended learning experience. Consequently, children make good progress in all their learning environments. Through maintaining good relationships with parents, the childminder is able to review her own practice by evaluating parental responses gained from satisfaction questionnaires. Parents are pleased with the quality of care their children receive and are happy with the progress their children make.

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	EY336262
Local authority	Central Bedfordshire
Inspection number	923740
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	09/05/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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