

Inspection date	11/09/2014
Previous inspection date	19/09/2008

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 plans activities that engage and enthuse children. Consequently, they display high levels of concentration and persistence.
- The childminder uses planned activities and everyday opportunities to teach children about letters and numbers. This means they develop their early literacy and numeracy skills in fun, practical ways.
- The childminder provides a warm, welcoming environment for children. As a result, they develop a sense of security and settle easily.
- Partnerships with parents are effective. The childminder regularly shares with parents her observations of children's learning and development. As a result, parents are well-informed about their children's progress.
- The childminder has a good knowledge of the safeguarding requirements. She confidently explains the signs and symptoms that would give her cause for concern with regard to children's welfare. As a result, children's safety is promoted.

It is not yet outstanding because

- The childminder does not always gather sufficient information from parents on their children's stage of development when they first attend, to support her in planning optimal experiences from the start.

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.
- The inspector reviewed the childminder's hardcopy self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children, aged nine and 12 years, in a house in Houghton Regis, Bedfordshire. The whole of the ground floor and the rear garden are used for childminding. The childminder collects children from the local schools and pre-schools. There are currently three children on roll in the early years age group, all of whom 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.

What the setting needs to do to improve further

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

- gather more information with regard to children's starting points, by including parents' observations of their children's stages of development at the beginning of a placement.

Inspection judgements

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

The childminder has a good understanding of how to promote the seven areas of learning. She carries out regular observations of children's learning and development and keeps good records of their achievements. She uses this information to plan activities and experiences that will further support children's progress. As a result, children make good progress in line with age-related expectations. The childminder interacts well with the children. She uses a variety of teaching techniques, such as questioning, explaining and demonstrating to foster children's learning. She consistently challenges children to think about what they are doing and to develop their ideas. For example, when children are threading beads, she suggests they make patterns by threading a particular sequence of colours. Consequently, children's learning is enhanced and they experience a sense of achievement. The childminder teaches children about colours, numbers, letters and letter names. She does this through planned activities, such as making collages and pictures from numerals and letter shapes. She also uses everyday experiences, such as visiting the local shops, to teach children about counting and weighing items and about the letters in the signs around them. This emphasis on basic literacy and mathematical skills means children are well prepared for their next stage in learning, such as nursery and school. The childminder's home is attractively laid out with a good range of age-appropriate, well-maintained toys and resources. These are stored at the children's level, so that they can make independent choices about what they want to play with. As a result, children learn

to explore and lead their own play. Children display high levels of concentration and engagement in their activities. They hold pencils effectively and draw letter-like shapes. They carefully peel the covers from sticky-backed letters and numerals and place them precisely on their pictures, discussing the numerals and letters as they proceed. This supports the development of the muscles in their fingers, in preparation for writing, as well as providing them with the beginnings of letter recognition and counting. The childminder allows children time to explore the activity, intervening appropriately to support their learning with pertinent questions.

When children start attending, the childminder obtains a range of information from parents with regard to their interests and care needs. However, there is scope to build on this information by including parents' observations of their children's stages of development, so that the childminder is able to plan activities that build on what children already know, right from the onset. The childminder shares her observations of children's development with parents on a regular basis. She completes a monthly review of children's progress, which informs parents about what the children have been learning. As a result, parents are well-informed about their children's progress and know how to support their learning at home.

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

The childminder demonstrates a caring manner towards the children. As a result, children are clearly comfortable in her presence and relate to her confidently, asking for help when needed and chatting happily to her as they play. The childminder takes a keen interest in the children and clearly knows them well. Posters in her home communicate the emphasis she places on valuing the individuality of each child. This promotes children's self-esteem. The childminder has a good settling-in procedure. She obtains information from parents regarding children's interests and care needs and then incorporates these into her individual planning for each child. Consequently, children settle quickly and without distress. The childminder places a high priority on encouraging children's positive behaviour. She teaches children to share toys and resources and to be respectful towards each other and her home. She rewards good behaviour with frequent praise. As a result, children are calm and very well-behaved. The childminder provides daily feedback to parents, both verbally and through a diary. This means the childminder shares information regarding care needs in a timely fashion to support effective partnership working.

The childminder's home is spacious and uncluttered. Children have space to play and also to rest quietly, if needed. As a result, they learn to make independent choices about how they want to spend their time. The childminder teaches children to look after their environment by tidying up after themselves and by not jumping on the furniture. She teaches children to keep themselves safe by asking them to sit properly and not stand on their chairs. She also teaches them about road safety when outdoors. This promotes children's safety. The childminder places a high priority on children's healthy eating. She provides nutritious, well-balanced snacks and meals, which are attractively presented. She also provides regular cooking activities. This encourages children to enjoy new foods and to learn about a healthy diet. The childminder teaches children about the benefits of fresh air and exercise as they visit the park to feed the ducks or take outings to the local shops.

Children learn about good hygiene practices, as they use tissues to wipe their nose and wash their hands after using the toilet.

The childminder supports children well when they start attending nursery or school. She takes children to visit their new setting, so that they can become accustomed to their new environment with a familiar adult alongside. The childminder places a strong emphasis on helping children to become independent in preparation for school. She ensures that children have the practical skills they need at school, such as being able to dress themselves, put on their own shoes 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 undertakes training to support her in her role, including safeguarding training. She demonstrates a secure awareness of the signs and symptoms that would indicate concern about children's welfare. A good range of policies underpins her work and she understands the procedures to take in the event of such a concern. The childminder shares her policies with parents and seeks written permission from them to administer medicines and to take photographs of the children for her observations. She is extremely conscientious about keeping records of any incidents and accidents and shares this information with parents and other relevant professionals. As a result, children's welfare and safety is well promoted.

The childminder provides a good range of information for parents regarding the learning and development requirements of the Early Years Foundation Stage. This includes hard copies of relevant documents as well as links to appropriate websites. As a result, parents are well informed about what to expect at this stage of their children's education. She also provides parents with weekly menus so that they are informed about what their children are eating and drinking. The childminder monitors children's development well and provides parents with monthly reviews of their progress. This keeps parents up to date with what their children are learning and whether their development is in line with age-related expectations.

The childminder has good self-evaluation procedures in place. She completes a written self-review and asks for parental feedback on a regular basis. She has thoroughly addressed the recommendations from her previous inspection and welcomes advice from other professionals. The childminder has established good partnerships with the other settings that children attend. She finds out what children are learning so that she can support this further. She shares information with other settings to support children's care needs and development. Feedback from parents is very positive. Written feedback describes parents' appreciation of the good service that the childminder provides and how they would recommend her to other parents.

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	EY370355
Local authority	Central Bedfordshire
Inspection number	857999
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/09/2008
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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