

Inspection date	12/02/2013
Previous inspection date	21/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder takes care to ensure that her home is safe and welcoming. She builds good relationships with the children and works in partnership with their families. Children are, therefore, secure and their care is consistent.
- Children confidently explore the toys and other resources. They are happy to play independently but also enjoy interacting with the childminder and other children. This supports the development of a positive approach to their play and learning.
- Children are appropriately supported so that they are included and enjoy participating in discussions and extending their vocabulary. They, therefore, develop effective communication skills to use at school and in their future learning.

It is not yet good because

- Assessments and planning are not sufficiently consistent in depth and breadth in order to fully build on children's interests and next developmental steps.
- There is further scope to include the views of parents and children in the review of daily practice so that they are fully involved in the development of the provision.
- Opportunities to promote children's wider understanding of the relevance of healthy lifestyle practices are not consistently used.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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.
- The inspector talked with the childminder and the children present and carried out a joint observation with the childminder.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members, the provider's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents, as recorded in their feedback to the childminder.

Inspector

Kelly Eyre

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Cranfield, Bedfordshire. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities run by the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the educational programme has depth and breadth by using information in assessments to inform the planning so that it consistently reflects children's interests and their next developmental steps.

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

- build on the procedures for self-evaluation by extending how the contributions from parents and children are incorporated to involve them further in developing areas for improvement
- enhance the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to physical exercise and a healthy diet.

Inspection judgements

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

Children are happy and secure. They are therefore supported in forming appropriate relationships and in developing positive attitudes to learning. For example, they move around the play areas, making independent choices about their toys and resources. They are effectively supported by the childminder, who demonstrates a sound knowledge of the requirements of the Early Years Foundation Stage and a clear understanding of how children learn as they play. For example, children building a tower are encouraged to name the coloured bricks and to note that the tower is getting taller.

The childminder uses her knowledge of child development to support children in developing the skills they require to learn effectively. This is supported by her appropriate interactions with children. For example, children engaged in a painting activity are encouraged to use different brushes and sponges and to compare the colours and patterns they have made. The childminder understands how important it is for children to develop good communication skills. She therefore supports them in extending their vocabulary and language. For example, young children listening to a story learn new vocabulary as the childminder carefully repeats this to them. Children's early numeracy skills are adequately promoted through their daily play. For example, young children playing with a construction set are encouraged to count the blocks as they build with them.

The childminder observes children as they play. She makes some written notes and takes photographs to support the observations. She links the observations to the areas of learning in order to ensure that children are offered balanced opportunities and are supported in making steady progress in each area of learning. However, her observations and assessments are not sufficient in depth and detail. This means that she is not able to fully use information about children's next developmental steps or their current interests. The planning of activities is therefore not sufficiently informed in order to plan a more stimulating environment and promote children's development to the full.

The childminder forms good relationships with parents and communicates effectively with them. This ensures that they have adequate opportunities to share updates about their child's learning and development at home. Parents are also appropriately encouraged to extend their child's learning in their home environment. For example, the childminder shares ideas about appropriate activities and offers advice on developmental matters, such as toilet training. The childminder works with parents to obtain information about their children's routines and preferences. She uses this information informally in order to plan appropriate activities and resources. For example, children feel at home when they are able to see their favourite toys.

Reasonable access to an appropriate range of toys and resources means that children can make choices and are encouraged to determine their own play. They are also offered an appropriate structured activity each day. This means that they have an acceptably balanced range of opportunities to explore on their own and to participate in adult-led activities. They are therefore adequately supported in taking an active part in their own learning and in learning to work with others.

Children are offered relevant play opportunities and activities that support them in developing an understanding of diversity and other ways of life. For example, they enjoy completing puzzles which depict world maps, going on to discuss the different countries, climates and traditions. They also learn about their local community and have opportunities to interact with other children through their regular attendance at toddler groups and a weekly music session. The childminder plans appropriate play opportunities that promote children's physical development. For example, children enjoy regular visits to a soft play centre and 'baby gym', where they use large play equipment and so develop their skills in balance and coordination. They also develop finer skills as they use pencils and paint brushes and learn to manipulate puzzle pieces and shape sorters.

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

The childminder organises her home so that she can meet children's varying needs and offer them an acceptable variety of play opportunities that support their learning. Children are able to make independent choices about their play as the majority of resources are accessible. For example, children choose puzzles and set these out on the floor. Children also have opportunities to play and learn outside the home. For example, they enjoy visits to local parks and a farm.

Clear settling-in procedures support the childminder in gathering sufficient information from parents. She therefore has a sound understanding of children's individual needs and is able to offer them appropriate support. This also contributes to children feeling secure and forming good relationships with the childminder. The childminder's adequate monitoring of children enables her to ensure that they are making expected progress in their learning and development. The childminder shows the children that she enjoys their company and takes time to get to know each child, supporting them in extending their play and expressing their views. This helps children to build a positive approach to future learning and supports them in making the transition to pre-school or school.

The childminder is aware that children follow her example and so aims to be a good role model. By demonstrating that she genuinely cares for all, she encourages children to care for and respect others. She sets consistent boundaries and offers children ongoing explanations about their behaviour. They therefore gain a sound understanding of what is expected and are beginning to understand the effects of their actions. Children are appropriately supported in developing self-care skills. For example, young children learn to feed themselves and help themselves to their drinks. Children gain a reasonable awareness of the importance of healthy lifestyles. For example, they wash their hands after using the toilet and discuss why this is important. However, their wider understanding of the relevance of healthy practices, specifically a healthy diet and the effects of exercise, is not always promoted. Appropriate daily practice and ongoing explanations help children build a clear understanding of how to keep themselves safe. For example, they learn to use the stairs safely.

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

The childminder regularly reviews her paperwork and procedures, helping her to promote children's health, welfare and safety. She informally evaluates her daily practice, providing her with a suitable overview of her main strengths and weaknesses. She can therefore implement changes that improve the provision for children. For example, recent changes include the introduction of written assessments of children. This means that the childminder is aware of children's current needs and can now begin to use this information to inform the planning of activities. However, there is scope to enhance the childminder's self-evaluation in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to fully identify all strengths and areas for improvement.

Children's welfare is promoted as arrangements for safeguarding are effective. The childminder demonstrates a sound understanding of these issues and is aware of the procedure to follow should she have any concerns about a child in her care. This inspection took place following the childminder's notification to Ofsted that her first aid qualification had lapsed. The inspection found that the childminder rectified this as soon as it became apparent, by booking on the first course available. A relevant first aid qualification is now in place. During the interim time, the childminder updated her own knowledge of paediatric first aid by reading relevant information. She has now put appropriate systems in place to ensure that she renews the current qualification before it expires.

Clear risk assessments help to ensure that the childminder's home is safe and risks are removed or minimised. This contributes to a positive early childcare experience for children, forming a sound base for their future learning and development. Monitoring procedures are adequate and the childminder is able to check that children are making steady progress. She also has appropriate procedures in place to support her in sharing information with others caring for the children. For example, she goes into pre-school to check their current planning so that she can support children by offering complementary activities at home. The childminder's effective partnerships with parents mean that they exchange information and she knows the children well. She can therefore ensure that their care is consistent and is appropriate to their needs. The childminder ensures that parents are suitably informed of their child's progress and activities, for example, through daily discussions and the regular sharing of children's assessment records.

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	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY376035
Local authority	Central Bedfordshire
Inspection number	894621
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	21/01/2009
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 that are usually their 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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