

Inspection date	29/08/2013
Previous inspection date	22/03/2010

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

- Children are engaged and motivated to learn because the childminder plans interesting activities and offers play materials to them that build on their interests and events in their lives.
- The childminder uses observation and assessment that leads to identified next steps in learning for each child. She offers ideas to parents that guide children's learning at home to foster their progress.
- Children develop good self-esteem and form strong attachments because the childminder takes account of the care plans and information provided by parents to help children to settle and meet their needs.
- The childminder understands her role and responsibility in regard to safeguarding children. Therefore, children are protected well. Policies and procedures, shared with parents, promote consistency and underpin the relationship.

It is not yet outstanding because

- Children are not always given maximum opportunity to explore their thinking and extend their learning by making decisions and becoming independent as they undertake activities.
- There is scope to involve parents further in the learning for children by fully incorporating information gained from parents about what their children know and can do, into the planned 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 childminder's house and talked with the childminder and children that were present.
- The inspector viewed the areas of the premises 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.
- The inspector reviewed the providers hardcopy self-evaluation form.

Inspector

Lynne Talbot

Full Report

Information about the setting

The childminder was registered in 2009 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 five years and eight years in a house in Dunstable, Bedfordshire. The family has a cat. The childminder has a named assistant available to work when needed.

The whole of the childminder's home is used for childminding. She currently uses local parks and facilities for outdoor play. The childminder attends social and activity groups on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except family holidays. She will offer care on bank holidays where required. The childminder 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:

- help children to think of ideas and find ways to solve problems by modelling the language of thinking and building in opportunities to activities for them to develop increasing levels of independence
- extend further the involvement of parents in the learning and development of children by encouraging them to share information about their learning and achievements made at home.

Inspection judgements

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

Children are enthusiastic and motivated to learn because the childminder plans, and equips the play areas with, interesting materials that build on their interests and events in their lives. For example, children use their imagination as they develop a game together, centred around going to the travel agents and then on holiday. One child plays the role of the travel agent while the other makes choices from brochures. They dress up, pack a suitcase, snuggle into sleeping bags, and take turns to be the driver or passenger on a train. The childminder skilfully spends time observing the play and intervenes only to ask gentle questions or to remind older children to take account of the age of the younger

children. This enables children to lead their own play and learning, and to work cooperatively together. Children extend their vocabulary as they describe the places they will visit, how they will dig and make sand castles, or talk about their experiences on an aeroplane. They use descriptions, such as forwards, backwards or heavy, in context, and demonstrate their developing skills. The childminder asks meaningful questions that prompt children to think of ideas and find ways to solve problems. For instance, she asks them, 'How do you think we could get to our holiday?' The very youngest children are fully involved in this play as they sit alongside older children 'on the train', share books, and squeal delightedly as the childminder pretends to jump them over waves at the seaside. The childminder uses such activities to support sharing and turn-taking, and she offers praise consistently. This praise and reinforcement fosters children's self-esteem and eagerness to learn.

Young children get excited about a planned sticking activity, for later, to make a picture of a beach holiday. The childminder immediately seizes the opportunity to start the activity because of the enthusiasm that they show. She offers them materials that stimulate their language and vocabulary, and uses skilful questioning to help them to name and predict the elements that they need. Children eagerly anticipate making their picture as they are provided with bags of foam shapes, light and dark blue tissue paper, and a bowl of sand. Children listen intently as the childminder explains the sample she has made, they talk about their own experience of playing on the sand, and they eagerly start to add glue to their pictures. They demonstrate good control of small tools as they spread the glue and sprinkle the sand. The childminder offers praise consistently to support developing confidence. The very youngest children explore this tactile play with moulds for sand, spades and, with close supervision, feel the bowl of sand. However, the childminder's eagerness to support children in their play means that they do not always have the chance to find things out for themselves or extend their independence fully. For example, she prepares the activity and places materials into individual bags and hands other elements to children one by one. She does not, in this case, invite the children to plan, make choices and carry out the tasks themselves. This means that their involvement and decision-making is not maximised.

The childminder demonstrates a good understanding of the Statutory Framework for the Early Years Foundation Stage and has established observation and assessment systems. The childminder knows the stages of learning and development of the children in her care and monitors their progression closely. She completes a summary of each month's activities showing achievements made during that time and shares this with parents. There is a good exchange of information each day, when children are collected or arrive at the childminder's home. This means that learning for children is consistent because of the effective sharing of information. The childminder provides ideas for parents to extend learning into the home each month with activities, and books to read, linked to the topic. However, while information is provided to parents, and some verbal feedback received, information from parents, about children's learning at home, is not fully used to inform planning. This means that the progress made by children is not always maximised. As a result of the observation and assessment, and the steps taken to extend learning into their homes, children make good progress. The childminder is aware of the progress check at age two and completes this at the appropriate time. She has developed her format and meets with parents in order to involve them fully. The childminder provides an

environment within which children have opportunities to explore and learn actively. This lays the foundations for children's future learning and transitions to, or within, other settings.

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

Children demonstrate good attachment with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. For example, children manage their own self-care needs in the bathroom and make decisions about their need for a cushion when using the dining room chairs. As a result, children develop good self-esteem and learn to meet their own needs through daily routines. The childminder ensures that she works closely with parents in order to meet children's care needs. For example, she plans home corners with baby dolls, obtains books about 'The new baby', and talks to children frequently about any new baby expected in their home. This helps them to deal with changes at home well. Children feel settled and secure because the daily routines are adapted to meet individual patterns of care. For instance, they are settled to sleep whenever they are tired and the routine of the day adapts to that need. Children help to wipe down the table before they eat their lunch, and wash their hands independently. As a result of these steps, children, from an early age, are prepared for school or a move to another setting.

The childminder uses methods that help children to understand their own behaviour. As a result, children learn to think about how they affect others. For example, she offers reminders to children to 'share with our friends'; this helps them to think about their actions. Children listen carefully when the childminder explains that they need to play quietly to allow the baby time to sleep. The childminder offers frequent praise to children for helping to tidy the toys away. This positive reinforcement helps younger children to develop good habits. The childminder supports children's self-confidence in social settings by making sure that they have opportunities to visit groups regularly. As a result, they are prepared for any move onto school where they will be in a larger social group. Children are well-nourished and enjoy packed meals provided by their parents. The childminder reinforces healthy eating with them by providing themed activities related to healthy eating, which include growing vegetables. Children are physically active. The childminder incorporates regular outdoor play and the exploration of community parks into her planning. Hence, their good health is promoted.

Children are kept safe on the premises because the childminder completes risk assessments to minimise hazards for children. Children begin to develop awareness of their own safety through regular discussions and younger children receive regular reminders about playing safely. For example, sensitive reminders are offered to them to remind them not to swing the seaside spades around their heads in order to be safe. Children practise road safety each day and take part in planned emergency evacuations. Consequently, they explore practical methods that help them to understand risk and their understanding of safety is extended.

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

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Statutory Framework for the Early Years Foundation Stage, are in place. The childminder shares a large range of policies with parents to underpin the professional relationship. These are provided on a disc each time they are reviewed. Parents are involved in the day-to-day care of their children and value the methods of communication open to them by the childminder. They comment that, 'every child is treated equally, there is individual time and group play' and that, 'the feedback is constructive'. Parents views are sought frequently and they complete questionnaires to help to inform the drive for improvement. The childminder completes effective reflective practice to continue to develop the care provided. She updates her knowledge by seeking and completing training. The childminder has the support of an assistant, when needed, and also provides a placement for students. She completes detailed policies and works closely with parents to ensure that they are fully aware of the assistant or students roles. The childminder seeks children's views through pictorial questionnaires which they complete at home. She undertakes detailed evaluations of planned activities and makes a record of her self-evaluation. Consequently, the childminder is able to demonstrate a drive for improvement and continued good provision.

The childminder has a robust understanding of safeguarding and she ensures that children's welfare is assured. A comprehensive and clearly written procedure for safeguarding is shared with parents and the childminder updates the referral procedures for any concern as required. This identifies the importance that the childminder places on her role. The childminder implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home and when outdoors or during outings. The use of mobile telephones and cameras is not permitted in the setting. The childminder implements thorough procedures that protect children when they are away from the home and uses detailed risk assessments. As a result, children are safe both in, and outside of, the home.

The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. The childminder understands how to work with other key persons, when children attend other settings, to ensure a consistency of approach in learning and development. She demonstrates a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder uses clear observation and assessment, and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. These links ensure that consistency of learning is promoted. Children in this setting have a positive experience that forms a good base for continued well-being, learning and development.

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 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 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	EY396536
Local authority	Central Bedfordshire
Inspection number	926051
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	22/03/2010
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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