

Inspection date

Previous inspection date

11/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 teaches children to become interested and motivated to learn, in turn, they develop the skills they need to be successful in their future learning and eventual entry to school.
- The childminder encourages children to make marks and teaches them about letters and sounds through reading and displays of print supporting their literacy skills well.
- The childminder has a range of toys and equipment that help children to learn about diversity effectively.
- The childminder builds close relationships with other providers who care for children and with parents. This allows for a flow of information about learning which provides consistency and facilitates good progress for children.
- The childminder implements her safeguarding procedures well to keep children safe in her care.

It is not yet outstanding because

- The childminder does not always make a wide range of resources available at all times to support young children's development of their large muscles when they begin to learn to walk.
- The childminder does not have plans in place to undertake a formal qualification to enhance her already good knowledge and skills about how to support children's learning and development further.

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 children's learning activities in the lounge and dining area.
- The inspector had discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 13, 10 and eight in a house in Leighton Buzzard, Bedfordshire. She uses the whole of the ground floor and the rear garden for childminding. The family have a pet dog.

The childminder attends a childminder group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll; all are in the early years age group. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family holidays and Bank holidays.

What the setting needs to do to improve further

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

- increase the range and availability of toys and equipment to support the physical development of children's large muscles, especially during their early stages of independent walking; for example by providing push-along toys and equipment to climb upon
- enhance knowledge and skills to further extend support for children's learning and development by undertaking a formal qualification in childcare.

Inspection judgements

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

The childminder teaches children to be keen, interested and excited by their learning. She understands that young children need to learn by experiencing things and gives them time to explore equipment, such as brushes as they paint. As children have opportunity to learn in ways which suit them and their individual needs they become confident and skilful, preparing them well for their future learning and eventual entry to school. The childminder appreciates the importance of early literacy. She labels boxes of toys and equipment and displays letters, words and posters, which encourages children to see print and begin to understand that it carries meaning. The childminder further enhances children's literacy by reading to them and providing a range of books for them to explore for themselves. Children paint and make marks with paint and crayons. The childminder links the themes children follow into everyday activities. For example, when children learn about people who help us and visit the local dentist surgery, she provides pictures of teeth for children to paint with tooth brushes. Young children enjoy this activity and develop the control of the muscles in their hands as they hold the brush and make movements with it on the

paper. The childminder plans ways for children to develop their larger muscles. Children regularly attend an indoor play area where they climb and begin to test out what they can do with their bodies. However, due to poor weather children cannot always benefit from the range of toys available in the garden. When children spend the morning inside the home, there is not always a wide range of toys and equipment to support the development of their larger muscles. This is particularly the case for young children who are starting to increase in confidence when walking independently.

The childminder teaches children about communication through talking with them and extending upon their vocabulary. She talks about what children are doing and values their early attempts at talking. Children become confident to talk and start to use sounds as a means to communicate. They raise their voice to a shout in order to gain attention and babble contently when the childminder talks with them. Young children display their excitement through body language as they wave their arms with enthusiasm when the childminder brings them their snack. The childminder increases children's awareness of mathematics by using mathematical language. She tells children that the jigsaw piece is 'behind' them and encourages them to find the space to complete the puzzle. Older children use the number line to count and sequence numbers as they learn about counting and numeral recognition.

The childminder has a good understanding about how children learn and plans activities and themes based around what interests them. The childminder ensures that she supports children's individual stage of learning by adapting and extending activities to meet their differing abilities. The childminder gathers a wide range of information from parents and conducts settling in observations to recognise children's starting points. She uses this information to determine what children need to learn next and plans ways to support children to achieve these. The childminder works very closely with parents and shares information through discussion and by sharing children's learning profiles. The childminder finds out about what children learn at home and builds upon this in her care. When children attend other settings, the childminder discusses their progress with their key person. They share what children need to learn next and together, work upon these to provide children with consistency enabling them to make good progress.

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

The childminder and her family build close bonds of attachment with children. The genuine care and affection the childminder gives young children helps them to feel secure and content. As a result, children settle quickly and display high levels of self-esteem. This emotional stability helps children to feel ready and willing to learn. The childminder talks with parents about children's home routines. She takes account of how well children have slept and the time they wake up in the morning to plan for their rest and sleep periods. The childminder is in tune with children's needs, recognising their non-verbal communication and body language as a sign they are feeling tired. As children sleep when they need, they fall asleep soundly and wake happily from their rest. The childminder uses children's familiar items of comfort from home, such as dummies and blankets, to help them to relax and feel content.

The childminder prepares children well for the changes in their daily routine, explaining what will happen next and the plans she has for them. This helps children to move between home, pre-school and her care with minimal disruption. Children are happy to choose what to play with and the childminder encourages them to make many choices throughout the day. As they do so, children have control over their activities and learning. This builds their confidence and independence well. The childminder changes the pitch and tone of her voice, to help children to understand what is expected of them. When young children put crayons in their mouth, she distracts them from this to help divert their attention. As a result of the childminder's good guidance, children behave well. The childminder teaches children to be accepting and aware of others. She has a range of small world figures which represent positive images of ethnicity, ability and age. This helps children to become aware of differences and understand the diverse world in which they live. Children see reflection of themselves in the figures as they name them as people within their own families.

The childminder walks to and from pre-school with children as they understand that fresh air and exercise form part of a healthy routine. Children eat healthy snacks and the childminder maintains the good hygiene of the areas where children eat and play. This helps to minimise the likely risk of the spread of infection for children. The childminder encourages children to test out what their bodies can do through climbing and stretching in the soft play areas. Children experience challenge as they move their bodies in new ways. The childminder helps children to learn about keeping safe by ensuring that they are safely strapped into the pushchair and high chair. Children tap upon the straps with their hands as they begin to understand that this is a measure which helps to keep them safe.

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

The childminder knows her responsibility in keeping children safe in her care. She has policies and procedures in place to guide her work which she reviews and updates on a regular basis to check their effectiveness. The childminder attends regular training to refresh and enhance her knowledge and skills and to further broaden her awareness of child protection. The childminder has a good understanding about the signs and symptoms which might cause her concern about children's welfare. She has contact numbers of relevant agencies readily available should she need to report any such concerns. The childminder carries out risk assessments of the areas where children play and puts measures into place, such as stair gates, to prevent access to areas which might not be suitable for children's use, such as the kitchen.

The childminder has a very positive attitude towards professional development and has a plan in place to undertake short courses to enhance her knowledge of specific areas, such as safeguarding and children's learning. Although this deepens the childminder's awareness in certain areas, she has no plans in place to undertake a formal qualification in childcare in order to deepen and extend upon her already good understanding of children's all round care and learning. The childminder utilises the support of the local authority development workers and uses the information from quality support visits to

plan for improvement. The childminder gathers information from parents via questionnaires to ensure that her self-evaluation is reflective of their views. Children's views are sought through observing their engagement in activities. Therefore, the childminder has a good capacity to bring about ongoing improvements in quality for children.

The childminder uses her observations and assessments to track the progress of children. She is able to readily identify if children need extra help and when they exceed expectations for their age. This enables her to plan effectively for their learning and assures their good progress. The childminder completes the progress check for children aged two, and shares this with parents. This summary of children's learning reflects their current abilities accurately because of the good monitoring the childminder undertakes. The childminder works well in partnership with parents and other providers who care for children. Their close working has a direct, positive impact upon children who have consistency in their differing care and learning experiences. The childminder works alongside other childminders to share good practice and knowledge about changes which affect their work. The childminder is aware of the importance of working with other professionals should the need arise. Parents readily share their appreciation of the childminder and the 'home from home' care she provides for 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. 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	EY408649
Local authority	Central Bedfordshire
Inspection number	955939
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	not applicable
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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