

Inspection date	20/06/2013
Previous inspection date	18/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 has a thorough understanding of the Statutory Framework for the Early Years Foundation Stage. She makes practical use of her knowledge to plan activities and provide interesting and accessible resources. Therefore, children's learning is promoted well through their daily play and structured activities.
- Children are settled and enthusiastic about their play because daily routines and activities are thoughtfully planned around their needs and interests. This means that children develop a positive approach to play and learning and are well-prepared for school and their future education.
- The childminder conscientiously evaluates her work and strives to make continuous improvements. Therefore, children are cared for in a safe, well-organised environment and are consistently offered activities and resources that meet their needs.
- Children's social and communication skills are promoted well. They are encouraged to express themselves and are supported in gaining a good awareness of the needs and feelings of others.

It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents in order to enhance activity planning.
- Partnerships with other providers are not used to the optimum, in order to exchange detailed information that supports continuity within children's 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 garden.
- The inspector talked with the childminder and the children present and observed activities with the childminder.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

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 husband and three children aged three, 12 and 15 years in a house in Lower Stondon, Bedfordshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has three guinea pigs as pets.

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

There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates during term time only, from 8am to 5pm, Monday to Friday, except bank holidays. She holds an early years qualification at level 3 and 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:

- enhance the assessment procedures by making full use of updates from parents about their child's learning and development at home
- extend the arrangements for sharing information and partnership working with other providers caring for the children, in order to fully promote the continuity of children's learning.

Inspection judgements

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

Children make good progress and are happy and well-supported by the childminder. She combines her thorough knowledge of the Early Years Foundation Stage and her understanding of how children learn through play to ensure that their development is consistently promoted. The childminder observes and assesses children as they play, intervening appropriately to extend their learning and development. For example, after noting that the children are enjoying using scoops and containers in the water tray, the childminder introduces a large tray of dry rice. The children enjoy filling the different

containers with rice. They work out how to put lids on these and are pleased when they realise that they have made musical 'shakers'.

The childminder works with parents to gather information in order to assess children's starting points. This information is used to inform the initial planning and to monitor children's progress. Good communication procedures mean that parents have opportunities to share daily news about their children and regularly view their child's assessment files. The childminder also provides ideas about how parents can extend their child's learning at home. For example, she makes sure that they are aware of any new songs or rhymes that the children are learning. However, the assessment procedures do not always take account of all updates from parents about how their child has been learning and developing at home. Consequently, the childminder is not able to include this full range of information in her planning and so promote children's development to the optimum.

The childminder diligently reviews her observations of the children, actively using this information to inform the daily planning. This ensures that children are offered activities that interest them and promote their individual development in all areas of learning. Children are encouraged to play and explore independently and to participate in adult-led activities. Therefore, they take an active role in their own learning and gain a good understanding of how to work with others. This prepares them well for school and future learning. The childminder uses the guidance in the Development Matters in the Early Years Foundation Stage to aid her in monitoring children and checking that they are making good progress.

The childminder supports children in developing the skills to learn effectively and to achieve. She plans activities well and is confident in following the children's lead. This means that children are offered activities that interest them and encourage them to explore and play an active part in their learning. For example, children enjoy finding model dinosaurs hidden in a bowl of foam. They are encouraged to describe the texture of the dinosaurs and compare this to the texture of the foam, deciding that 'dinosaurs are rough and foam is smooth'. When the childminder notes that the children are enjoying washing their hands in a bowl of water, she wonders how to make the dinosaurs clean. The children quickly work out that by putting the dinosaurs in the water, the foam is washed off. They become so engrossed in this activity that they repeat it many times on their own.

Children's language and communication skills are promoted well as they are supported in extending their vocabulary and participating in discussions. For example, when playing with toy vehicles, children are encouraged to talk about what they are doing and to name the different vehicles. Children are offered a wide range of activities that promote their physical development. For example, they develop their balance and coordination as they play ball games and use the large play equipment in the garden. The thoughtful provision of meaningful activities means that children develop a good understanding of diversity. For example, children enjoy craft activities related to celebrations, such as Chinese New Year and Easter, going on to discuss further customs and cultures around the world.

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

The childminder has thorough procedures that support her in gathering information from parents so that she is aware of children's needs, interests and routines. This enables her to offer children relevant activities and consistent support. Resources are clearly organised and easily accessible, supporting children in making independent choices and initiating their own play. This aids them in developing the necessary skills for future learning and prepares them well for the move to pre-school or school. The childminder displays examples of children's work and photographs of their activities around her home. Children thoroughly enjoy looking at these, promoting their self-esteem and helping them to feel welcome and valued.

The childminder acts as a good role model, demonstrating a fair and caring attitude. She gently encourages children to express themselves but to appreciate the needs and feelings of others. As a result, children develop a good understanding of how to manage their behaviour and are genuinely caring towards each other. For example, older children help the younger ones at snack time. New children quickly settle because the childminder ensures that she is fully aware of their needs and usual routines, incorporating these into the daily timetable. For example, activities are planned to comfortably accommodate children's sleep and mealtimes. Children develop warm, secure attachments with the childminder. They show that they enjoy her company as they share toys with her and include her in their play and discussions.

The childminder creates a positive environment by showing children that she values and respects all. They respond to this and thereby learn to respect and understand each other. Children are supported well in developing their self-care skills. For example, they help themselves to their drinks and enjoy helping to prepare their snack. Children gain a good awareness of the importance of healthy lifestyles. For example, their understanding of healthy eating is promoted as they help grow and harvest fruit and vegetables. They also talk about the need for exercise and how this affects the body. Clear ongoing explanations help children develop a thorough understanding of safety issues. For example, they use child-friendly knives to cut their fruit at snack time, talking about the safe use of these and other implements.

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

The childminder sets high standards for the quality of care she offers. She has a thorough understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. This supports her in ensuring that her daily work meets all legal requirements and promotes children's health, welfare and development. The childminder has worked hard since her previous inspection and makes good use of ongoing self-evaluation. She actively seeks feedback from children and parents to inform this. Therefore, she has a good overview of her strengths and areas for improvement and plans and prioritises relevant changes. For example, recent improvements include the re-organisation of all resources and play areas. This has resulted in children having easier access to resources and therefore, promotes their independent choice.

The childminder evaluates daily activities and carefully monitors children's progress. She has clear procedures for sharing information with some other providers also caring for the children. For example, she talks with pre-school staff when collecting children and ensures that she is aware of their current planning. However, these partnerships are not used to the optimum with all providers in order to share detailed information. Consequently, information is not used to the full to inform the planning of the daily routine and ensure that the continuity of children's learning is promoted to the maximum. The childminder's attendance at her local children's centre has given her a good understanding of the role of other professionals. Therefore, she is aware of how to seek further help for children should the need arise. Her good procedures for working with parents mean that they are well-informed of their child's activities and progress. For example, the childminder completes detailed communication books for each child and regularly shares children's assessment records.

Thorough safeguarding arrangements are in place and mean that children's welfare is consistently promoted. The childminder has attended additional training and has written procedures to support this area. She, therefore, has a good understanding of the process to follow should she have any concerns about a child in her care. Comprehensive risk assessments ensure that hazards are minimised and the childminder's home is safe and secure. Consequently, children play happily and safely and have a positive childcare experience that forms a good start to their future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY419924
Local authority	Central Bedfordshire
Inspection number	879995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	18/07/2011
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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