

Inspection date

01/08/2013

Previous inspection date

05/01/2012

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's communication and language skills develop rapidly and they gather a broad vocabulary, because the childminder frequently shares stories and books with them.
- Children form strong attachments to the childminder and settle into the home well because she uses information provided by parents that helps to establish a link between the childminder's setting and their own home. As a result children feel secure.
- 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.
- The childminder reviews her practice and uses information gathered from parents and children to help her to plan further improvement. As a result, she is knowledgeable and able to promote children's learning and development well.

It is not yet outstanding because

- Risk assessment does not take into account all items stored in the play areas and the table football. Therefore children's safety is affected.
- Children do not always follow personal hygiene procedures, such as hand washing before the preparation of foods or when eating, to enable them to fully understand the link between hygiene and health.
- There is scope to enhance very young children's access to the full range of resources to maximise their opportunities to freely initiate their own play and 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.
- 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.

Inspector

Lynne Talbot

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with three assistant; her husband, one regular assistant and one occasional assistant. The childminder lives with her husband and two children aged five and two years in a house in Dunstable, Bedfordshire.

The whole of the property of the childminder's home is used for childminding. The childminder uses local parks and recreational areas for outdoor play for children. She also makes occasional use of a communal courtyard to the rear of the property. The family has a hamster and some fish in a tank.

The childminder attends social and activity groups on a regular basis. The childminder collects children from the local schools and pre-schools. There are currently five 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 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She 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:

- extend the risk assessment to include all areas that are used by children with particular regard to the table football and stored items in the play areas
- promote health awareness by encouraging children to meet their own personal needs, such as washing their hands before preparing foods or eating, and talking about the positive contribution that it can make to their health
- strengthen the development of children's ability to make independent choices by reviewing the access to resources for very young children.

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 is responsive to their choices within the daily routine. For example, children choose to play with the farm

and set up the equipment themselves. They sort and match animals by type and size, and lay the different pieces of the farm and its' buildings, around the lounge floor. Children use their imagination as they develop a game together playing roles and using different voices to 'speak' as the animals. 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. Younger children are supported to make decisions regarding their play. For example, they decide to do a puzzle and the childminder quickly helps them to find a puzzle board to place the pieces on. Children show persistence as they try to fit pieces together. The childminder asks meaningful questions that prompt children to think of ideas and find ways to solve problems. For instance, she asks them, 'What do you think?' or 'How could you make that fit?'. She introduces new vocabulary to younger children by describing 'straight', 'curved' or 'corner pieces', and they show that they are accommodating them into their library of words by re-using them a little later. For example, they lift pieces up and show them to the childminder saying, 'straight!'. Children work alongside each other and take turns. 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.

All children love to share books and stories, some of which are in other languages, such as, French and Welsh. The childminder uses such group times to enhance and reinforce new learning to encourage younger children to learn from the older children. For example, she encourages children to count backwards as they talk about a rocket taking off to go to the moon. They count down from ten to one, and then reverse to count from one to ten. Younger children eagerly join in clapping as they do so. Children talk enthusiastically about what they see in the story book, and talk about what they see, such as sharks, their sharp teeth and how they swim. The childminder skilfully offers children time to review what they have heard, and offers each child time to talk and explain what they remember about the story. As a result, children develop confidence and use a broad vocabulary, and their interest in early literacy develops rapidly. The childminder introduces children to their local community because they make daily excursions to local settings and activity groups. Many resources are held to promote children's interest in each other's, and other, cultures. For example, they use battery operated toys that 'speak' in several languages. The childminder learns some key words of the languages spoken by children in her care and this helps them to feel secure. Young children with English as an additional language are making good progress in all areas of development.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage and has established clear methods of observation and assessment. She knows the stages of learning and development of the children in her care and monitors children's progression closely against appropriate guidance. The childminder meets with parents regularly to review the development of children and they share, and agree, next steps for children's learning. She completes a progress check at age two for children and shares this with parents in time for them to use it with other professionals. This helps to review children's overall learning and development, and wellbeing. Parents are invited to make comments and contribute to the learning and development for their children, using the summary observation form or communication book. 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. As a result of the childminder's teaching and practice, and the steps taken to involve parents in the planned learning, children make good progress. The childminder provides an environment within which children have opportunities to explore and learn actively. This lays the foundations for children's future learning in other settings.

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

Children demonstrate good attachments to the childminder and involve her in their play. She is attentive and offers children appropriate support and independence in their care needs. The childminder organises the areas for play so that she can meet children's needs and offer them play opportunities that support their learning. Children move comfortably from one activity to another. The childminder monitors the range of resources used by children and selects provision each day to match their interests or development. The range available is of good quality and suitable to promote all areas of learning. However, the younger children are not able to freely access resources or make independent choices. This is due to some items being in unlabelled storage units and others being stacked or inaccessible behind furniture or other household equipment. This means that opportunities to lead their own learning are sometimes limited by the materials set out for them. Consequently, children's self-selected learning is not maximised. New children settle well because the childminder has flexible settling-in procedures. Parents contact the childminder during the day to check how children have settled. They provide information from home that enables her to plan activities that link the setting to their own home. For example, when a family member has a birthday she helps children to make a card and talks with them about the person and events that take place in their home. In this way the childminder has an understanding of children's needs and can offer them appropriate support.

The childminder uses methods that help younger 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 and 'be kind to each other' that help them to think about their actions. Children demonstrate that they care for each other when they welcome new children excitedly into the home. They listen carefully when the childminder explains that timid children need time to settle in before joining the play. The childminder offers frequent praise to children for sharing and helping. 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. The childminder works closely with parents to ensure that she is providing a balanced diet that promotes health. Older children meet their own physical needs independently and all children help themselves to drinks when they are thirsty. However, while children help to prepare foods and make links between food and good health, they do not always wash their hands before eating and this limits their full understanding of the link between hygiene and health. 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 generally kept safe on the premises because the childminder completes risk assessments to minimise most hazards for children. They 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 not to run inside the home, and not to play in the doorway between the lounge and dining room where there is a single step. Children practise road safety each day and take part in the planned emergency evacuation. 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. This includes a clear daily record of children on the premises showing that the required ratios of adult to child are met. Parents are fully involved in the day-to-day care of their children and are involved in the plan for next steps in learning. The childminder completes good reflective practice to continue to develop the care provided. She updates her knowledge by completing regular training, such as, most recently, safeguarding, food safety, equality and inclusion, and health and safety. The evaluation of practice includes the views of parents and children gathered by using questionnaires. Consequently, the childminder is able to demonstrate a drive for improvement and continued good provision.

This inspection was raised as a result of information provided to Ofsted which raised concerns regarding the childminder's understanding of safeguarding and protection of children. 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. Risk assessments are recorded and detailed; they are especially thorough for those events that take place away from the home. However, there are identified objects in the home, and a piece of furniture, that have not been assessed for risk and pose a hazard to children's safety. The childminder is not currently using the communal yard area to the rear of the home, however, she does explain how she assesses, and plans to minimise, hazards to children when using the area in the future.

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	EY426917
Local authority	Central Bedfordshire
Inspection number	930755
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	5
Name of provider	
Date of previous inspection	05/01/2012
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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