

Inspection date

Previous inspection date

09/01/2013

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

- Children are thriving in this setting where they make good progress in all areas of their learning and development.
- The childminder uses her wealth of experience to provide an exciting learning environment, which motivates children to enable them to become effective learners.
- The childminder has an excellent understanding of her responsibilities to ensure that children are safeguarded.
- The childminder has high aspirations to continue to provide high standards across all aspects of her work, including very good educational programmes for children of all ages.

It is not yet outstanding because

- There is scope to further develop partnerships with key persons in other settings to enhance the coherence of learning across all settings that children attend.

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 all the ground floor areas and in the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation including policies, procedures and photographs of children joining in with different activities.
- The inspector and the childminder discussed the children's achievements and their interaction with each other during an outdoor play session.

Inspector

Susan Parker

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged nine, eight and five years in a house in Luton, Bedfordshire. She uses the whole of the ground floor, a bedroom and the rear garden for childminding.

The childminder is a qualified nursery nurse. She attends local pre-school groups, a childminder group and the local children's centre. The childminder visits the local 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 are in the early years age group who attend for a variety of sessions and one is school-age who attends before and after school and full-time during the holidays. She is open all year round from 7.30am to 6.30pm from Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- develop further the partnerships with key persons in other settings that children attend in order to enhance the coherence of learning across all settings.

Inspection judgements

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

The childminder is an experienced early years practitioner and has a detailed knowledge of the seven areas of learning. She has quickly established inspirational and challenging educational programmes. Children enjoy a balance of individually planned activities, and make their own choices and decisions. They display good levels of confidence and independence as a direct result of the childminder's understanding of how children learn. This enables children to make good progress across all areas of learning and develop the necessary skills in readiness for school. The childminder uses detailed observation and assessment to accurately record children's abilities, interests and achievements.

The childminder uses a wide selection of resources to inspire children's interests. For example, children excitedly join in with playing the piano. The childminder sings and plays a favourite song to encourage speech and children happily accompany her, banging the keys and making music. The childminder encourages children's creative thinking and imagination as she extends their play in pedal cars by suggesting they may need petrol. Children choose a golf club from the outside toy box to act as a fuel pump. Toddlers are fully included in all activities with support from the childminder. For example, they sit in the high chair to reach the piano keys and the childminder lifts them up to reach and pop the bubbles in the garden. Children participate in exciting, age-appropriate activities to develop their physical skills. For example, they visit local parks and play areas and participate in well-planned, tailored activities inside and outside the home. This ensures

that children of all ages make good progress in their physical development.

The individual progress records of babies show that they are making excellent progress in the prime areas of learning. The parents regularly contribute to the records, which ensures that they are fully engaged in their children's learning and development in the setting and at home.

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

Children have formed strong and secure emotional attachments to the childminder. Her sensitive and caring nature enables children to feel happy and safe. This supports their good levels of independence and confidence. Children move around and explore the safe environment, choosing toys and activities independently. The childminder gives the highest priority to ensuring that children of all ages are developing their increasing understanding of how to keep themselves safe and manage risks. This is due to the childminder giving the highest priority to the safety of children while allowing them freedom to explore and experiment for themselves. The childminder is a good role model, enabling children to understand how to keep themselves safe and healthy while having fun. Children routinely wash their hands before meals and are supported in dressing themselves independently before going outside to play. They are reminded how to keep themselves safe in the garden and any accidents are dealt with calmly and efficiently, resulting in happy and content children.

Children are encouraged to try new things and behave well. They are rewarded with the recording of their 'Wow' moments, which are shared with parents and this results in children who are developing high levels of self-esteem. Children are making good progress, often choosing healthy options for their snacks and meals. Very well-planned gardening and growing activities support this. Children enthusiastically pick their own grown fruit and vegetables for their meals, which supports their understanding of the world.

The childminder's strong skills and experience in early years enables all children to be well prepared, confident and independent in situations away from their setting. They socialise regularly with other children, which expands their social skills in preparation for the next big step in their life, which will be starting at the local school or pre-school.

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

The childminder demonstrates a detailed knowledge and understanding of the safeguarding and welfare requirements. She is able to protect children in her care because she has a clear, experienced understanding of her role, responsibility and procedures to be followed in order to safeguard children. For example, she ensures that she keeps her

knowledge up to date by attending regular safeguarding training. She risk assesses the environment indoors and outside to ensure the children can freely explore in safety.

The childminder has sought the views of parents as part of her self-evaluation and quality assurance process. She has high aspirations to maintain and improve her provision of good care and education for all children. The childminder's ability to quickly identify children's individual needs ensures that these are exceptionally well met. Tailored educational programmes are in place for each child. These are based on their interests and provide exciting challenges to promote their good progress. Close working relationships with parents ensures continuity of care and education between the setting and the children's home. This partnership support children's good progress as information about the children's interests and abilities at home and within the setting provides a picture of the child as a whole.

The childminder has positive relationship with parents and regularly shares information with them about the children's routines, achievements and the activities they take part in. Parents are actively involved in their children's welfare, learning and development. They work closely with the childminder by participating in additional activities at home. Parents also contribute to their children's progress and achievement records.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. She effectively monitors her planning and delivery of the educational programmes and children's individual progress. However, there is scope to further enhance partnership working with other providers and the support for early years children who attend full-time school, to promote consistency in children's learning between school and the childminder's home.

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
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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	EY436908
Local authority	Central Bedfordshire
Inspection number	888535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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 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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