

Inspection date

Previous inspection date

16/10/2014

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

- Teaching is good because the childminder has a secure knowledge of children's needs. She provides them with purposeful activities across all areas of learning, to ensure their readiness for school.
- The childminder maintains effective assessment and planning routines for children. She regularly observes their skills to identify and promote their next steps of learning.
- The childminder plans settling-in sessions to meet each child's individual needs, consequently, children's emotional development is well-supported.
- The childminder has good strategies to engage parents in their children's care and learning. She promotes a two-way flow of communication with parents to ensure children are supported, at home and at her provision.
- The safeguarding and welfare requirements are effectively met in practice. The childminder has confidence in her knowledge and maintains a well-documented practice in order to protect the children in her care.

It is not yet outstanding because

- The childminder does not always remind children to wash their hands before and after meals and activities. Therefore, children are not fully supported to learn to manage their basic hygiene needs.

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 spoke with the childminder and interacted with children throughout the inspection.
- The inspector viewed the indoor and outdoor areas of the premises used for childminding. She looked at equipment and resources available to children.
- The inspector looked at children's assessment and planning documents. She discussed the implementation of the policies and procedures in place, including the safeguarding procedures.
- The inspector checked the evidence of the childminder's qualifications and the suitability of all those living on the premises.
- The inspector spoke to a parent present on the day of the inspection and took into account feedback recorded in written letters.

Inspector

Karinna Hemerling

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 seven children in Leighton Buzzard, Bedfordshire. The whole of the middle floor of the property is used for childminding, with the additional use of a room on the first floor, the toilet on the second floor and the rear garden. The childminder attends age-appropriate groups with children. She takes children to and collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group. The childminder works at times with a co-childminder. She operates all year round from 8am 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:

- reinforce hygiene practice with regards to consistently teaching children the importance of washing their hands before- and after- meals and also activities, in order to more effectively support them in learning to be healthy and to manage their own hygiene needs.

Inspection judgements

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

The childminder has very secure knowledge of the learning and development requirements. She effectively involves parents in identifying children's starting points for learning. Parents complete the 'All about me' form with relevant information about children's skills and interests on entry. The childminder starts children's assessment and planning from early days. She carefully observes aspects of their development and plans activities to promote their progress. For example, the childminder learns from parents that children are interested in building dens at home. She collects a number of resources, such as large blankets, clips and ropes, to provide children with interesting and challenging opportunities to build dens, both indoors and outdoors. The childminder effectively links the activity to the seven areas of learning, based on individual children's assessments and next steps. The activity provides children with broad support to develop their skills in all areas. They search online for different ways to build dens, discuss strategies and how they can use available resources to successfully build a den. The childminder takes the children outside and allows them to be creative. Children explore the outdoor environment using tree branches, leaves, stones and sticks, to complement the resources that they have. Children have to think critically while building a den together. The childminder maintains effective assessment routines for children and celebrates their interests in their individual planning. She has a secure understanding of their current learning needs and preferences.

Therefore, children are effectively supported and develop well.

Teaching is good because the childminder tailors children's educational programmes and routines according to their needs, interests and next steps of learning. For example, she encourages children to concentrate, take turns and develop their social skills during daily group discussion time. The childminder enthusiastically engages them in greeting each other, singing and discussing the activities of the day. Children learn through play and the learning environment is organised to ensure children are independent in their choices. For example, they choose the builder set to play and pretend to fix toys and furniture in the play room. Children then reach for the box of cars and take them to the indoor tent that becomes a garage, where they work as mechanics and pretend to fix toy cars. The childminder effectively supports children's imaginative development and provides them with a range of resources and time to expand their play. Children are provided with books to read and participate in reading sessions. They explore the very interesting role play and dressing up resources with the wide range of toys available to them. For example, children build using large and small building blocks. The childminder encourages them to describe what they build and to communicate their ideas while they play. She effectively supports them to develop their language and communication skills. Children learn about technology and are effectively supported to explore it. For example, children learn how to use a remote-controlled train. They think critically about how to move it forward and backwards. The childminder completes the progress check for children aged between two-and-three years. She understands her responsibility in evaluating children's development in order to identify their emerging needs and provide them with support, so they progress in their learning and development. The childminder has a good understanding of the steps to take if children develop below or beyond their expected age and stage of development, she sets appropriate targets in partnership with parents, to promote children's continuous progress.

The partnership with parents is effective. They actively participate in their children's assessments and planning. The childminder regularly shares children's learning journals with parents and they provide home observations of their children's skills and interests. She effectively uses this information to plan activities to extend children's learning at her provision. For example, children enjoy counting with their parents at home and she plans various activities for them to count with her. There is a good two-way flow of communication with parents and children benefit from the continuity of support at home and at the provision. The childminder effectively works in partnership with other settings children attend. She gathers information about their assessment and planning from key staff and continues to support them at her provision. The childminder encourages older children to be role models for the younger ones. For example, she organises a learning time after children arrive from school. They read stories together and do their homework, while younger children enjoy a quiet learning time and pretend to do their homework with peers. The childminder closely monitors children's learning and development to promote opportunities for them to develop their skills across the seven areas of learning to ensure their readiness for school.

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

The childminder provides a welcoming environment for children. She ensures children's emotional development is supported from their early experiences at the provision. For example, the childminder tailors children's settling-in sessions with the help of parents. She encourages them to stay and play with their children and gradually leave them until they are comfortable to stay on their own. The childminder obtains information from parents about their children's care needs and routines at home. For example, she is aware of children's allergies, dietary requirements and sleeping patterns. The childminder ensures this is taken into consideration in practice. The childminder adapts her routines whenever necessary to meet the needs of children. For example, she ensures they have regular meals and appropriate times for a nap, as if they were at home. The partnership with parents with regards to meeting children's needs is good. The childminder ensures she talks to parents when they drop their children off at her provision. She gives them feedback at the end of their sessions so parents are aware of their children's experiences and routines on a daily basis. This way she ensures children's needs are met at all times. Children are happy and settle well. The childminder is very caring towards the children and they display great bonds and attachments.

Children behave well and the childminder has effective strategies to manage their behaviour. For example, she introduces children to the house rules and refers to visual aids to teach them about what is right and wrong. The childminder talks to children about their behaviour and always praises their achievements and conduct. Children are encouraged to play together and through planned activities they learn to respect each other. For example, children participate in a singing session, they share props and take turns to choose the song on the chart. The childminder encourages children to listen to their peers with attention, to make choices, and to proudly sing their favourite songs. Children have good opportunities to be socially active. They participate in daily group activities and outings to the farm and zoo. The childminder ensures children play in large groups and also provides them with opportunities to rest and enjoy quiet play. Children are excited to participate in activities organised by the childminder. For example, the childminder tells children they will go to the farm and they help her to choose snacks to take for their picnic. The childminder organises children's routines effectively and according to their preferences and individual needs. Therefore, children are eager to participate in activities.

The childminder promotes healthy living by ensuring children have a choice of nutritious snacks, regular meals and fresh drinking water throughout their time at the provision. She provides children with plenty of outdoor experiences, including challenging activities in the well-resourced outdoor area. Children have great opportunities to learn about nature and enjoy fresh air. Children exercise on a daily basis and learn about the importance of keeping active and fit. The childminder supports children to learn about their personal needs and encourages them to be independent while using the toilet, eating and dressing when going outside. However, the childminder does not always remind children to wash their hands before- and after-meals, or after activities which does not consistently supported their managing of basic hygiene needs. The childminder effectively challenges children's skills and teaches them about personal safety. For example, children learn to follow instructions during outings. They learn to be careful, hold hands and respect traffic signs. The childminder has strong links with the local school, where most of children in her care progress on to. She participates in children's first visits to the school and shares their

learning journals with teachers. The childminder celebrates the moving to school theme in the educational programme, to ensure children are comfortable and are emotionally prepared to move to school when the time comes.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has developed a set of policies and procedures that she shares with parents to ensure they understand how she manages her provision and protects children in her care. The childminder has procedures in place and secure knowledge of possible signs of abuse and the steps to take should she be concerned about children's welfare. She has a good understanding of the services in her area to support and protect children and maintains a well-documented practice with regards to their care. For example, she has effective procedures in place to record concerns, incidents and accidents involving children, both at her provision and children's homes. This supports her to closely monitor their well-being. The childminder conducts daily risk checks of the provision to ensure children can safely explore all areas available to them. She maintains a yearly review of risk assessments for her house and any regular outings children participate in. The childminder holds safeguarding and first-aid training certificates. She regularly renews this training to ensure her practice is up to date with regulations, in order to boost her confidence in practice. The childminder participates in regular training to enhance her teaching practice for the benefit of children in her care. For example, the childminder recently participated in training to support children's language acquisition, which allowed her to enhance the learning environment and the support already given to children. The childminder maintains evidence of suitability for all adult household members and understands her responsibility to inform Ofsted of significant events at her provision. She demonstrates a good knowledge of the procedures in place to safeguard children in her care.

The childminder monitors the quality of teaching by maintaining regular assessments of children's learning and development. She uses the Early Years Outcomes document to monitor children's progress and to ensure they are developing according to the expected range for their age. She understands the importance of working with parents and has procedures in place to liaise with other professionals, to provide additional support for children's needs. The childminder is always available to parents and maintains regular meetings about their children's educational programme so they can work together to provide continuity of care and education for children. There are good links with local children's centres and the local authority advisory team, who regularly visit the provision and monitor the learning and development procedures in practice.

The childminder completes the Ofsted self-evaluation form to evaluate practice and plan targets for continuous improvement. This is completed in partnership with her co-childminder to ensure consistency in practice. The childminder works alongside the early years advisory team to analyse the efficiency of the procedures related to safeguarding children. She consults parents, local authorities and children to identify strengths and weaknesses of her practice, to ensure all involved with the provision participate in creating an enabling environment for children. Children benefit from good standards of care and

education. They are provided with a good start in life and support that enables them to fulfil their potential.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY439726
Local authority	Central Bedfordshire
Inspection number	914065
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

