

Inspection date

Previous inspection date

30/06/2014

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 follows children's interests well and plans activities across all the areas of learning. As a result, children are well motivated and eager to learn.
- The childminder demonstrates warm, supportive relationships with the children in her care. This means that children grow in confidence and self-esteem.
- The childminder teaches good language skills. She models language constantly and uses open-ended questions to encourage children to think for themselves. Consequently, children make good progress in their language and communication skills.
- The childminder has a good knowledge of the safeguarding requirements. She confidently explains the signs and symptoms that would give her cause for concern with regard to children's welfare. As a result, children's safety is promoted.

It is not yet outstanding because

- There is scope to build on the ways that parents are informed about their child's learning and development, so that they can more consistently support this learning at home.

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 home 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.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Anne Bell

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and four years in a house in Shefford. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play. The family have one dog as a pet. The childminder collects children from the local schools and pre-schools. There are currently six children on roll, two of whom are in the early years age group. The childminder operates all year round from 7am 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:

- build upon the range of ways in which parents are informed about their children's learning and development, so that they can best support their learning at home.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans a wide range of activities and experiences for children across the seven areas of learning. She follows children's interests well and provides activities that enthuse and engage them. As a result, they make good progress from their starting points. The childminder models language well. She provides explanations and descriptions to children as they play. She uses open-ended questions that encourage children to think for themselves. As a result, children progress well in their language development. The childminder teaches the early stages of literacy by reading to children and by teaching them the sounds that letters make. She also teaches children familiar songs and rhymes. She introduces children to the beginnings of mathematics, as they count the pieces of paper they use for their collage and talk about their size as they glue them down. Consequently, children are prepared well for school. As soon as children start attending the childminder's setting, she carries out regular assessments of their learning. This incorporates the information received from parents and is used to plan for children's next steps in learning. As a result, planned activities are purposeful and meet children's needs.

The childminder provides a dedicated playroom for children to use, as well as the rest of the downstairs area. The playroom is attractively laid out and there are alphabet posters on display, to promote letter recognition. The childminder also provides planned activities each day, so that children have the opportunity to learn specific skills and concepts. For

example, children listen to a story about an elephant and then make their own model of an elephant, which they decorate with patterns. This teaches children to use scissors, glue and brushes and to develop their own creativity as they choose their colours and pattern. As a result, this good balance of adult-led activity and child-initiated play maintains children's interest and they persist for considerable periods of time. Children develop their physical skills as they manoeuvre wheeled toys in the garden and play football. They develop control of the muscles in their hands and fingers as they squeeze shaving foam through their fingers, exploring its smell and texture. Children move freely between indoors and outdoors. This enables them to explore their environment confidently and independently and to make their own choices about where they play.

The childminder has established a generally good flow of communication with parents. She completes a weekly diary, which is available for parents to read. However, there is scope to build on existing methods, so that parents are more consistently informed about their child's learning and development, therefore, they can best support this learning at home. The childminder takes children to groups outside the home. This teaches children to be social and to mix with others. She also takes the children to visit local parks and farms. This enables children to learn about the world around them and to have access to new equipment and experiences.

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

The childminder provides a warm, welcoming environment for children. She has a flexible settling-in procedure so that she can accommodate parents' and children's needs. Children are clearly comfortable and secure in her presence. They form trusting bonds with the childminder, which supports their growing confidence. Children display good levels of well-being and are calm and well behaved in the childminder's home. The childminder liaises daily with parents, so that information regarding children's care needs can be shared in a timely fashion. The childminder interacts patiently and sensitively with the children in her care. She listens carefully to them, responding to their questions and engaging in conversations with them. This helps children to feel valued and supports their developing self-esteem.

There is a broad range of resources and toys that children can choose from freely. This promotes their independence and allows them to develop their own ideas and creativity. Children learn to express their preferences by choosing what to do. This means that opportunities for children to lead their own learning are maximised. The childminder teaches children how to keep themselves safe by not running indoors, in case they slip and hurt themselves. She also teaches children about stranger danger and carries out regular fire drills, so that children learn about safe practices. The childminder teaches children about the benefits of fresh air and exercise as they play outside or visit the local parks each day. She promotes children's understanding of healthy eating by providing nutritious snacks and meals. Children learn about good hygiene practices as they wash their hands after using the toilet and after touching the family pet.

The childminder has established good relationships with local nurseries and schools. This

means that children can move smoothly between the childminder's home and their other settings. The childminder encourages children to develop the self-help skills that they need when they transfer to nursery. For example, she ensures that children can manage their own toileting needs independently. This prepares them well for their next group or school.

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

The childminder has attended appropriate safeguarding training and demonstrates a good awareness of safeguarding procedures. She is aware of the process to follow in the event of concerns about a child. As a result, children's welfare is promoted. The childminder has an effective range of policies and procedures that she implements to ensure the well-being of the children in her care. The childminder ensures that checks are carried out on all adults living in her home, to confirm that they are suitable to be in contact with children. The childminder has completed food preparation and hygiene training. She has also completed first-aid training and completes detailed written records of any accidents and incidents. As a result, children's health and safety are promoted well. The childminder carries out regular risk assessments on her home and when she takes the children on outings. This minimises any potential hazards to children and means they can play in safety.

The childminder monitors children's progress to ensure that all areas of learning are covered. She closely tracks each child's development so that she can identify where they are making adequate progress. She carries out the progress check for children between the ages of two and three years in a timely fashion and shares this record with parents and carers. The childminder has good procedures in place to support the ongoing evaluation of her work. This includes feedback from parents and children. This means that she identifies her strengths and any areas for development. The childminder attends training to update her knowledge and skills and she demonstrates a clear commitment to her own professional development and to the continuous improvement of her provision.

The childminder has established effective partnerships with parents. Written feedback demonstrates that parents are highly appreciative of the service that the childminder provides. The childminder works in partnership with other settings that the children attend, in order to complete statutory checks and to support children's learning. She attends the local children's centre and networks with other childminders and professionals. As a result, she is up to date with current policies and initiatives.

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	EY441356
Local authority	Central Bedfordshire
Inspection number	804448
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
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

