

Inspection date	10/09/2014
Previous inspection date	19/07/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder is very highly skilled in her teaching methods. She engages children in a very natural way and understands their play, enabling her to use their curiosity so that they are constantly learning new things about the world around them. As a result, children are tremendously enthusiastic in their play and learning and make rapid progress while in her care.
- The childminder completes meticulous and thorough assessments on children. Consequently, she knows their stage of development precisely and is able to promptly identify any gaps in the children's learning.
- Children are emotionally secure because the settling-in programme is excellent, enabling them to form strong bonds to the childminder, who promotes their self-esteem incredibly well.
- The childminder shows an outstanding commitment to continuing her professional development through targeted training and a detailed self-evaluation process. Through setting clear areas for development, continual improvements of practice are ensured.
- The childminder develops strong, trusting relationships with parents. As a result, there is a cohesive joint approach towards progressing their children's learning and welfare.

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 the children during activities and play.
The inspector discussed aspects of the childminder's, and the assistant's, practices with them at appropriate times during the inspection, and took account of the views of parents.
- The inspector viewed all relevant documentation provided including, the children's planning, observation and assessment records.
- The inspector and childminder carried out a joint observation.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2012. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and one young child in a detached house situated off a main road in the village of Maulden, close to Flitwick, Bedfordshire. The whole of the downstairs, which includes two play rooms, a sleeping room and bathroom, is available for the children to use. There is a large fully enclosed garden available for the children's outside play. She works with an assistant and together they currently care for 11 children who attend for various days and sessions. Both the childminder and her assistant hold Level 3 early year's qualifications. The family have one rabbit.

Inspection judgements

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

The childminder and her assistant have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Children in their care make rapid progress because they both know them extremely well and follow their interests carefully. The childminder maintains highly comprehensive and well-documented practice. She keeps detailed records of her observations of children and meticulously completes assessments of their progress to ensure that children make the best possible progress. She brings these to life in children's learning journals by supporting her observations with highly relevant examples of children's own work and photos of what they have achieved. Parents contribute very actively to their children's learning and development in the beginning, and throughout their time with the childminder. The childminder frequently shares children's learning journals with parents. This is a collaborative document which fully involves parents and other professionals or settings involved with the child and family. The childminder has a full awareness of the progress check for two-year-old children, and the need to include the views of parents and others when completing this. This ensures children are being well prepared for the next stage in their learning.

Children are thoroughly prepared for their eventual learning in school because the quality of teaching is outstanding. Children are exposed to a rich and varied learning environment that enables them to be highly independent, creative and imaginative. The childminder is very highly skilled in her teaching methods. She engages children in a very natural way and understands their play, enabling her to use their curiosity so that they are constantly learning new things. Therefore, children develop exceedingly well, according to the expectations for their age, and make rapid progress. Children thoroughly enjoy exploring ice cubes as they mix with water and expose them to the sun. They talk and describe what is happening to the ice and why it melts. This promotes children's communication skills incredibly well, as they eagerly take turns to join in the discussion. The childminder expertly introduces mathematical concepts during activities by talking to the children

about size recognition. For example, as they look at the pumpkins, they are growing in the beautifully thought-out garden, she asks which ones are smaller and which ones are bigger. They discuss which tomatoes they can pick for their snack, and children eagerly identify the red ones as the green ones might make you sick. This also effectively extends children's thinking and problem solving skills.

Children are very confident to speak to visitors and show them what they are doing. Children spoke to the inspector about their home life, such as what pets they have. This shows that they feel safe and secure, and have excellent self-esteem. Children have excellent opportunities to develop their understanding of mathematics and pre-writing skills. For example, they have every opportunity to make meaningful marks with a wide range of resources. They use a variety of pens, pencils and brushes as they paint and draw, and children of all ages have a go at writing their names. The playrooms are filled with toys and resources to fire the children's imagination. There is a dressing-up corner, a vets corner where children dress up in uniforms, bowls for the pets to drink and eat from, and a telephone to speak to customers. There is home play, dolls, cars and trains of every shape and size. Every room has a book corner so children can make the choice to sit quietly and relax, and look at books for their own enjoyment whenever they want to.

The childminder and her assistant instinctively challenge and extend children's thinking as they play, by using excellent questioning techniques, and allowing the children time to work out any challenges they face before supporting them. There is an extremely high level of willingness from children to take control and participate because the activities are planned around each of the child's individual interests. The childminder and her assistant's interaction with children is of a consistently high standard. As a result, the quality of teaching and learning is excellent.

All children have a flexible and stimulating environment in which to play and learn. For example, they relish play using natural everyday resources, such as bark, twigs, leaves and straw as they make homes for animals. The childminder plans a wealth of activities to support children's learning in the outdoor environment. Children go outside into the fully enclosed garden area and explore the sensory herb garden. They learn how to be gentle with the pet rabbit and delight in making the right choices of food for it. The childminder enhances all aspects of children's experiences outside by providing them with a wide variety of resources and equipment, such as slides, trucks and resources to draw and mark make with. The clearly labelled resources in picture and print, both inside and outside, help children make their own choices in their play. Children find out more about the world about them as they enjoy growing their own tomatoes, courgettes and runner beans and looking at the changes in the trees. Their physical development is supported thoroughly as they make frequent trips the local park where they can run, jump, swing and climb.

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

Children are emotionally secure because the settling-in programme is excellent, and the childminder promotes children's self-esteem incredibly well. She ensures that parents are

able to take a very active part in their children's welfare. For example, she ensures that children's starting points are effectively identified, in partnership with parents, during the settling in process. She focuses sharply on each child's developmental needs as she uses a 'chat wheel' to highlight important and significant people in their life. She ensures a two-way flow of information via a wealth of techniques. For example, she encourages parents to undertake a number of settling-in visits together with their children, so that children feel safe and secure with her before their parents leave them. The childminder completes a detailed daily journal so that parents are well informed about their child's day. As a result, there is a highly established approach towards progressing children's learning and welfare.

The childminder uses every opportunity to teach the children about keeping themselves safe. For example, there are pictures to demonstrate a danger, such as, accessing gates in the garden so as not to trap their fingers. Children's personal, social and emotional development is highly developed because the childminder and her assistant have high expectations and are excellent role models. They support them exceptionally well by praising and reassuring them. Therefore, they thrive in her setting and children's behaviour is exemplary. Children are very comfortable with the boundaries the childminder sets for them. The rules for her provision are clearly displayed in simple, child-friendly terms and these emphasise the importance of considering others. The childminder knows children well and provides them with an individualised approach to their needs. She celebrates different cultures and festivals in her setting in a range of exciting experiences, which helps children to gain awareness of diversity.

The childminder effectively promotes children's personal independence and self-care skills. In the main play room the children have their own sink with liquid soap so children wash their hands, dry them and then next move to the snack station where they can access snack at any time they want. Children of all ages pour their own drinks, younger children with a little support. They sit at the table together eating home-cooked lunches, with vegetables they have grown and picked themselves. The foods provided are both nutritious and well balanced, which is helping the children to develop an understanding of healthy lifestyles. Very good hygiene routines are implemented. Children are supported to independently wash their hands before and after snack, and after using the toilet. All areas of the childminder's home are very clean and well maintained. This helps prevent the spread of any germs. The childminder places particular emphasis on the importance of physical exercise, such as walks to the park and shops, and daily use of the garden area. The children have a thoroughly enjoyable time with the childminder and happily explore an abundance of excellent quality resources and equipment.

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

The childminder and her assistant have an exceptional knowledge of safeguarding children. For example, they are aware of who to contact if they have a concern, the possible signs and symptoms of abuse and what, and who, to report significant events to. This includes the need to notify changes to Ofsted. The safeguarding policy is robust and

this is shared with parents, along with an abundance of useful information, during induction. Safeguarding procedures include great detail. For example, they cover cameras and the use of mobile phones. The childminder follows this policy consistently. For example, she obtains written consent from parents to use photographs, which provides parents with the opportunity to witness first hand what their children have been doing throughout the day. This information is included in all risk assessments and these are regularly reviewed, based on any arising concerns or hazards. Accident and medication records are fully implemented and the childminder checks the suitability of visitors before allowing them to enter the premises. The childminder is highly committed to safeguarding children's welfare and well-being.

The childminder is highly motivated and participates in training to enhance her knowledge, and that of her assistant, to ensure she provides children with highest standards of care and education. She has highly effective self-evaluation processes that have a direct impact on children's learning. For example, she keeps a self-reflection record so that she monitors the effectiveness of her own teaching and the impact that it has on children's learning. She accurately identifies ways in which she can improve children's experiences and is passionate about ensuring that she provides them with optimal challenge and care. Although she does not consistently include the views of parents when she updates this process. Children are making rapid progress in their learning because the childminder has an exceptional knowledge of the learning and development requirements. For example, she meticulously monitors the educational programme to ensure it is sharply focused on helping the children to achieve their next steps in learning.

The partnership and communication with parents is exceptionally strong and information is shared in various ways, including daily discussions, newsletters and journals. The childminder is meticulous in ensuring that all communication respects children's individual privacy and conforms to the highest safeguarding practices. This means that all parents and others who care for the children can be kept up to date with activities while being confident that children are kept absolutely safe. Links with local schools are being developed as the childminder has only recently moved into the area. However she has an excellent understanding of how important these links are for supporting the children as they move onto their next level of learning. Links with other professionals further support the children's exceptional all-round 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	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	EY441424
Local authority	Central Bedfordshire
Inspection number	984830
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	12
Name of provider	
Date of previous inspection	19/07/2012
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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