

Inspection date

Previous inspection date

13/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children are very well prepared for school and future learning. The childminder's sensitive and skilled daily practice ensures that children are settled, secure and excited about their play. They are exceptionally positive and demonstrate high levels of independence and curiosity.
- The childminder confidently uses excellent teaching methods. She naturally engages children and understands their play, enabling her to promote their independence and nurture their natural curiosity. Consequently, children show their genuine enjoyment as they play and explore, and are enthusiastic about sharing their knowledge and finding out more.
- The childminder is honest and meticulous in the continuous evaluation of her practice. This ensures that all areas of her home are exceptionally well considered and are safe and highly stimulating for all children.
- Children's play and learning opportunities are greatly enhanced as the childminder makes a wealth of creative resources that are informed by children's current interests and developmental needs.
- The childminder works exceptionally well in partnership with parents. She uses their updates about their children to inform her comprehensive assessments and to support her in accurately monitoring children's development. She uses this information to plan a wealth of play opportunities, thereby supporting children in making excellent progress.

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 garden.
- The inspector talked with the childminder and the children present and observed activities with the childminder.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

Inspector

Kelly Eyre

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents in a house in Kempston, Bedfordshire. The whole of the ground floor of the property and the rear garden are used for childminding.

The childminder's mother is also a registered childminder at the same address. The two childminding businesses are run separately. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the very good opportunities for children to expand their understanding of diversity with regard to families and family compositions.

Inspection judgements

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

Children are highly motivated and make rapid progress in their learning and development. Teaching techniques are exemplary as the childminder successfully combines her own knowledge and experience with her excellent understanding of the Statutory framework for the Early Years Foundation Stage. The childminder uses comprehensive paperwork to gather a wide range of initial information from parents. She uses this information to assess children's starting points and monitor their progress. Excellent communication with parents means that they have numerous opportunities to provide updates about their children. For example, parents complete 'wow cards' that detail children's development and achievements at home. The childminder actively uses this information to update each child's assessment records. The childminder also supports parents exceptionally well in extending their child's learning at home. For example, after noting how much the children enjoyed making 'glitter cloud dough' the childminder provided the recipe to parents and they reported how much they enjoyed this activity with their children. The childminder keeps detailed, practical records of her observations of children. She meticulously assesses

these, using the information to plan children's next steps. These are used to update each child's individual learning plan and are included in the daily planning. This planning is also soundly informed by children's current interests and is referenced to all areas of learning. Consequently, the childminder ensures that she offers all children activities that inspire them and consistently promote their development to a high standard. The childminder carefully evaluates all activities in order to ensure that children have well-balanced opportunities to play independently and to participate in an extensive range of structured activities. As result, all children are supported in playing an active role in their own learning and in developing their ability to work in a structured environment. They are, therefore, exceptionally well prepared for school and their future learning.

The childminder supports children exceptionally well in developing the skills to learn effectively. Her excellent planning means that every day her home and garden are filled with interesting and stimulating resources and activities. She confidently enables children to choose what to play with and then skilfully supports and extends this. For example, children have time to explore a large container of mixed dry cereals. The childminder then interacts with each child. Older children are encouraged to compare the different materials of the implements they are using, such as rigid plastic trays compared to the soft, flexible plastic trays and moulds. Younger children are encouraged to smell the cereal and to squeeze it in their hands and look at the result. All areas of the environment are exceptionally well considered in order to create a stimulating learning environment for all children. Posters are placed at child height and children love looking at these. For example, while looking at a poster depicting shapes and colours, children name both simple shapes, such as, squares and circles, and also competently name more complex ones, such as, octagons and a decahedron. The childminder's excellent planning extends to the garden, ensuring that children who learn best in an outdoor environment are offered a multitude of opportunities. For example, children use tyres and guttering to make a track for the cars, they use large brushes and water to 'paint' the fence, make footprints with their boots and compare the different sizes, and dig for worms, examining these with the magnifying glasses stored nearby.

Children enjoy themselves and have fun while learning because the childminder uses creative teaching techniques. For example, she has placed laminated numbers on all ride-on toys and children enjoy identifying these as they use the toys. Accessible clipboards in the garden are used by older children to record which ride-on toys have been used and to keep tally charts of the number of times children ride up and down. Children's physical development is promoted as they participate in a wide range of activities. For example, they learn about the space around them and practise their skills in balance and coordination as they use ride-on toys and participate in a 'mini Olympics'. Thoughtful daily practice and well-considered activities and resources mean that children gain a realistic and meaningful understanding of diversity. For example, they make their own display using a map of the world and link the various countries to pictures of children from around the world that they have researched using the internet. However, there is scope to extend their understanding of families and family compositions even further in order to promote this to the very optimum. Children are well supported in developing their language and communication skills. The childminder is exceptionally confident and natural in her interactions with children. She models good language and promotes children's speaking and listening skills. Children are fully engaged in discussions and are encouraged to

articulate their views and ideas. For example, children describe the different fruit and vegetables illustrated on posters and are then encouraged to talk about their own favourite foods. Early communication is also supported through the use of simple sign language with all children.

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

The childminder's comprehensive procedures for gathering information from parents support her very well in getting to know each child and fully understanding their needs. Children, therefore, feel secure and form warm and trusting relationships with the childminder. She pays meticulous attention to frequently updating all information about children so that she is always fully aware of their specific needs. This supports her in accurately focussing her planning and consistently offering children the support they need and activities that stimulate and motivate them. As a result, children are highly positive about their learning and are very well prepared for the move to school. The childminder places great emphasis on creating an environment that is comfortable, welcoming and stimulating. A result of this is that children's self-esteem and sense of belonging are exceptionally well promoted. For example, they each have a basket to place their personal belongings in and all thoroughly enjoy watching the digital photograph frame, excitedly identifying themselves and their peers and fondly remembering the activities illustrated.

The childminder is fully aware that children follow her example and so acts as an excellent role model. She demonstrates a positive outlook and, through her care and attention, shows children that she truly values each person. Children's behaviour is exemplary. The childminder offers them practical explanations and gently encourages them to look at how their behaviour affects others. As a result, children are very caring and work exceptionally well together. For example, older children happily show the younger ones how to put on their boots before going out to play. New children quickly settle because the childminder ensures that she is fully aware of their preferences and usual routines. Her thoughtful procedures further aid children in settling. For example, she works with parents to make books that contain photographs of children's family, home and pets. Children love looking through these and feel comforted and reassured.

Thoughtful daily procedures mean that children are very well supported in developing their self-care skills. For example, they help set out and clear up at snack time and take responsibility for their own belongings as they place these in their named baskets. Children are offered a wealth of opportunities to gain a meaningful understanding of the importance of healthy lifestyles. Their understanding of healthy eating is realistically promoted as they discuss healthy options when they help choose their snacks and participate in craft activities where they illustrate their own 'healthy plate'. The childminder's thoughtful extension of all learning opportunities means that children have an excellent understanding of the effects of exercise. For example, after helping children to note how their breathing becomes faster after exercise, the childminder has now taught them how to feel their pulse and they are aware that this means that exercise makes their heart beat faster. Well-considered daily practice and ongoing explanations enable children to develop an excellent understanding of safety. For example, their active participation in

practising the emergency evacuation procedure has given them a good understanding of fire safety and this has been reinforced through visits to the local fire station.

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

Children's welfare is exceptionally well considered at all levels and is supported by exemplary safeguarding procedures. The childminder attends additional training in order to keep her knowledge of this area up-to-date. This is further supported as she has chosen to implement written procedures, ensuring that these are frequently reviewed and contain the most recent guidance. Consequently, she demonstrates an excellent understanding of the procedures to follow should she have any concerns about a child. Although the two childminding businesses are run separately, the childminder works in partnership with her mother, who is also a registered childminder. This ensures that they are both fully aware of all procedures and can work together to promote children's welfare and safety. Comprehensive risk assessments and detailed daily safety checks cover all areas of the home and include outings. These are regularly reviewed by the childminder. Consequently, children are cared for in a safe environment and experience highly positive play opportunities that form an excellent platform for their future learning.

The childminder attends a wide range of additional training and has an excellent understanding of the Statutory framework for the Early Years Foundation Stage. She has devised a rolling programme for the ongoing review of all policies and procedures. This supports her in ensuring that children's health, welfare and safety are consistently promoted to a high standard. The childminder maintains a positive and progressive attitude to her work, attending further training and carrying out her own research. This has a positive impact on children. For example, after completing training on 'forest childcare', the childminder introduced further outdoor opportunities, such as pond dipping and looking at the life cycle of various creatures. The childminder is exceptionally rigorous in her monitoring of each child's progress, checking this frequently to ensure that their development is promoted and to identify any areas where children require additional support. The childminder is exceptionally honest and conscientious in her ongoing evaluation of her practice. She actively seeks the views of children, parents and other professionals. This gives her a comprehensive overview of her strengths and weaknesses and she plans pertinent improvements. A recent improvement is the introduction of further sensory resources, thereby offering children additional opportunities to explore and experiment.

The childminder considers all areas of children's welfare and development and so utilises excellent procedures to support her partnership working with other people caring for the children. For example, she has designed forms that she shares with the local pre-school. These record children's progress in each area of learning and current assessment and planning information, enabling them to work together to promote children's learning. The childminder's attendance at her local children's centre has given her an excellent understanding of the role of other professionals. Consequently, she could seek additional help for children and their families should the need arise. The childminder builds and maintains excellent relationships with parents, ensuring that they work in true partnership

to promote children's well-being and development. Parents are exceptionally well informed of their child's activities and progress. For example, they receive detailed updates in daily diaries and through frequent discussions and meetings and the use of electronic messaging.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY441436
Local authority	Bedford Borough
Inspection number	804449
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
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, 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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Piccadilly Gate
Store St
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M1 2WD

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