

Inspection date

Previous inspection date

24/09/2012

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

- This childminder has substantial experience and understanding of children with special educational needs and/or disabilities. She is able to monitor children's development and highlight any areas of concern, taking appropriate action to secure early intervention.
- She is calm and adaptable, being highly motivated and self-disciplined. She is extremely well-organised.
- The childminder is proud of the positive relationships she has built with her parents and that she has filled her spaces on the basis of parental recommendation without the need for advertising.
- She gives the utmost priority to children's safety and is constantly vigilant when working, intuitively anticipating risks and ensuring that children are kept safe at all times.

It is not yet outstanding because

- The childminder has identified that she could use skills such as signing to enhance children's communication.
- The childminder is keen to extend her skills further through attending training courses.

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 the main living room.
The inspector and the childminder shared conversations at appropriate times
- throughout the inspection and jointly observed the children as they played in the living room.
The inspector looked at the childminder's record systems, children's observations,
- the childminder's reflective evaluation, the local authority Development Worker's report and a selection of policies, training certificates and children's records.
- The inspector also took account of the views of parents expressed in their written references for the childminder.

Inspector

Susan Marriott

Full Report

Information about the setting

The childminder was registered in 2012 and lives with her husband and two children aged six and four years in Oakley, Bedfordshire, close to shops, parks, schools and public transport links. The whole of the ground floor, two bedrooms and the bathroom are used

for childminding activities and there is an enclosed garden available for outside play. The family has two pet goldfish. The childminder is registered on the Early Years register and both parts of the Childcare register and sometimes works with an assistant. There are currently two children on roll in the early years age group. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- enhance support for children in using a variety of communication strategies, including signing, where appropriate
- improve further; knowledge, understanding and practice through attending regular training courses.

Inspection judgements

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

The childminder is confident in her knowledge of how children learn and gives appropriate priority to the prime areas of learning in her work with very young children. When babies wake from their nap, they display the characteristics of effective learning as they explore an activity centre with many noises and flashing lights. Awe and wonder is evident on their faces as they press the buttons and make the lights work. The childminder recognises that babies need to experience various physical experiences such as sitting on the floor and lying on their backs to play with suspended toys on an activity gym. The childminder encourages them to reach out for objects, placing one or two just out of reach, to promote their exploratory instincts.

The childminder provides a stimulating range of activities tailored to the interests and needs of each child. She talks constantly to babies, trying to engage their interest in various toys such as a toy telephone. She asks questions such as 'Who are you going to talk to?' as she encourages them to make sounds and babbling in a turn-taking conversation. She promotes communication and language skills very well, using each child's name to gain their attention and making good eye contact appropriate to their age and stage of development. The childminder wishes to develop her use of other forms of communication such as sign language. Older children enjoy outings to places further afield which develop their understanding of the world. For example, parents report that the childminder has taken the children on a day trip to Stanwick Lakes. The children came home and told their parents what they had learnt about different flowers and the environment.

Young children's progress is well supported. The childminder's home is clean and

comfortably furnished and toys and resources are readily accessible in the conservatory playroom. The childminder uses information gathered from parents to establish a clear starting point from which to measure children's progress. Parents report that they have discussed opportunities and new skills that the childminder will plan to incorporate into the children's routine. Making good use of Development matters, she observes and assesses effectively, identifying children's stage of development in relation to the age bands and the next steps in learning. Consequently, children are acquiring the skills, attitudes and positive disposition towards learning that they need to be ready for school or the next stage of learning.

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

The childminder capably secures children's emotional well-being. For example, she holds and handles babies sensitively, aware that this helps to build security and attachment. Consequently, babies respond with smiles and recognition as the childminder talks to them and they clearly like the warm cuddles she offers, snuggling into her shoulder and pulling at her hair. Daily conversations ensure that continuity of care is paramount and the childminder and parents work together effectively. For example, the childminder knows that babies have experienced a disturbed night due to teething pain and that they may need extra rest and sleep during the day.

Children enjoy themselves because the childminder finds out what they like to do and then bases her planning upon this. She promotes children's good health by providing healthy snacks such as carrot sticks and apples. She believes in encouraging children to help with food preparation and has child-friendly knives that are designed to cut properly. Children develop an appreciation of healthy lifestyles and have plentiful opportunities to enjoy fresh air and exercise. They enjoy walking in all weathers to the school and pre-school and play in the park and outside in the garden whenever possible. They learn self-care skills as they learn to dress themselves, put on their own coats and shoes and wash hands at appropriate times. Children are well-cared for, behave very well and learn how to keep themselves safe. Older children play well together and are being prepared for future transitions.

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

Since registration, the childminder has clearly focussed on learning to apply the revised framework and has adopted a very professional and well-organised approach to the establishment of her childminding practice. The childminder has a secure understanding of how to protect the children in her care and she prioritises their welfare at all times. She keeps a folder of information containing her local procedures for safeguarding and knows who to call should she be concerned. All adults in the household are suitably vetted. The childminder is continually risk assessing the indoor and outdoor environment, enabling her to effectively manage potential hazards to children. The childminder has devised her own policies, procedures and documentation systems to underpin the safe and efficient operation of the business.

The childminder provides a wide range of activities which enable all children to make good progress across the seven areas of learning. Systems for observing what children can do, assessing their progress and planning for their next steps are competently completed. Consequently, she has a clear understanding about the progress of children's learning and their differing strengths and aptitudes.

The childminder's understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. She has substantial knowledge, understanding and experience of providing care for children having identified special educational needs and/or disabilities. She feels able to approach parents if she is concerned about children's progress and support them well using her first hand experiences. The childminder employs her mother as an assistant to care for her own children at the end of the day, so that she can focus on caring for the minded children until they go home.

Relationships between the parents, childminder and children are already strong. The childminder is very proud of the fact that she has filled her available spaces through 'word of mouth' recommendation without the need to advertise. Parents praise the service and give positive feedback. They commend her for being 'competent and confident' and state that she 'offers a great deal of support to parents and children'. There is praise for the 'flexibility and structure to the daily routines'. Other parents say that they 'feel very happy and relaxed for our children to be well cared for, educated and stimulated through play whilst with this childminder'. She has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to access appropriate support for children when necessary. She has strong links with the local pre-school and has devised ways of working with the staff to secure continuity of care for the children.

The childminder has effectively reflected on her early practice and has already made many improvements to her service since registration. For example, she has built up links with other childminders to share good practice and has set up a business account so that she can monitor the financial aspect of the business more effectively. She has sorted the toys into developmental areas to enable easy access for different age groups and has put together information for parents. The childminder is keen to provide the best quality care and learning for children that she can and has established effective systems for monitoring and evaluating practice. The childminder has a clear vision for the future development of her practice. She is also committed to attending lots of training courses to enhance her skills and to stay up to date with developments in the childcare field.

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	EY442700
Local authority	Bedford Borough
Inspection number	786979

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	0
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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