

Inspection date

Previous inspection date

23/01/2013

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 provides activities that engage and excite children because she gathers information from their parents to find out about their interests and abilities.
- The childminder has a good understanding about how children learn. She uses ongoing observation and assessment to plan what they need to learn next, helping them to make good progress in their learning and development.
- Children play well together because the childminder provides a calm and welcoming environment.
- The childminder is very committed to further improving her knowledge and skills. She undertakes further training and reads widely to improve the quality of her practice for children.
- A secure understanding of how to maintain a safe environment and depth of knowledge about the signs and symptoms that might cause concern, helps the childminder to keep children safe.

It is not yet outstanding because

- Children sometimes become frustrated as they are not always helped to prepare for the end of activities, for example, by becoming involved in tidying away resources.
- There is scope to share further information about behaviour management strategies with parents, to help promote consistency for children between home and the childminder's provision.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play with the childminder and held discussions with her.
- Relevant documentation was seen, such as, records, policies and procedures.
- The inspector noted the childminder's self-evaluation and discussed this with her.
- A tour of all areas used for childminding was undertaken.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and child aged two years in a house in the Putnoe district of Bedford. The downstairs of the house is used for childminding together with one bedroom and the bathroom upstairs. There is an enclosed garden for children to play in. The childminder is able to walk to local schools to take and collect children. She attends the local children's centre.

The childminder is registered on the Early Years Register and the compulsory part of the

Childcare Register. Currently, there are two children on roll in the early years range. The childminder provides care for a number of children, who learn English as an additional language. She is a member of the National Childminding Association. The childminder provides care all year round except for public and family holidays.

What the setting needs to do to improve further

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

- help prepare children for changes that may occur in predictable and recognisable routines, for example, by involving them in tidying away resources when activities come to an end
- enhance the partnership with parents by sharing successful behaviour management strategies, to help promote consistency for children between home and the childminder's provision.

Inspection judgements

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

The childminder greets children warmly when they arrive, helping them to separate from their parents with confidence. The childminder gathers and shares information with parents to include them in their children's learning. Good knowledge of how children learn helps the childminder to provide activities that engage and excite them. For example, children build towers using bricks, trying to build them higher than themselves. The childminder utilises this opportunity to further children's learning of mathematics and colours as she counts with them and asks them to find differing colour bricks.

The childminder talks to children with a running commentary of daily events. This helps children to hear familiar words as they develop language for themselves. The childminder supports children, who learn English as an additional language by reinforcing key words, such as 'drink'. This helps children to make their needs known. The childminder's attentiveness to children means that she recognises the sounds they use and their developing words. She then models these words clearly, helping children to understand them and therefore, promoting their language skills.

Children develop good use of the small muscles in their hands as they engage in activities to encourage their use. For example, they carefully post small pieces of pasta into the top of an empty bottle. This helps them to develop hand-eye coordination and concentration. These skills will support their early writing and future readiness for school. Opportunities

to develop large muscles through climbing, crawling and jumping are available to children inside and outdoors. Children climb on and off ride-on toys indoors, and enjoy regular trips to the local park where they play energetically.

Good use of natural resources help children to use their imagination. They play for long periods of time with rice and dried pasta as they pretend to make dinner. They invite the childminder to join in through giving her cups of rice. Although, activities sustain children's interest, they are not always readily prepared to move on to something different. This is because the childminder does not always help to prepare them for this change, for example, by including them in tidying away activities before they rest or have their drink of milk. At times, this results in young children showing signs of frustration.

The childminder observes children and assesses their development accurately. This helps her to successfully plan for children's next steps in learning and ensures that they experience challenge. In turn, this means that they make good progress in their learning and development. Parents share in their children's achievements as the childminder keeps records that she shows them regularly. The childminder values their feedback and includes their ideas and observations in children's files.

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

Children play and learn in an environment that is clean and well maintained. The childminder pays attention to children's personal hygiene by ensuring that she wipes their noses as soon as they need. Children each drink water from their own cup, and know which belongs to them. This reduces the risk of cross-infection and spread of illness. Children enjoy going for walks as they gain fresh air and exercise, promoting their understanding of healthy lifestyles. The childminder is aware of the changing care patterns that children experience at home. She discusses their sleep, eating and rest patterns with parents and plans children's care daily. This means that children sleep when they are tired and eat when they are hungry rather than being tied to set routines. As a consequence, children's care needs are met well and they feel comfortable throughout the day. This also helps children to experience continuity of care between the childminder and home, making the transition easier.

A suitable level of risk and challenge allows children to understand the concept of safety for themselves. For example, the childminder supervises children closely as they put necklaces on and off, allowing them to work out how to do so by themselves. This increases their sense of independence and allows them to persevere and complete tasks.

The childminder manages children's behaviour well. She understands that young children need boundaries, in order to feel secure and safe. Children show a great deal of warmth to each other and the childminder as they greet each other when they arrive. They show concern, sharing toys and comforting each other. The caring environment helps children to develop strong social skills and helps them to feel settled. When children display behaviour that does not meet expectations, the childminder talks to them calmly explaining why they should not throw toys. There is scope to share these strategies with parents, so that both the parents and the childminder give consistent messages to

children. This will help to make sure that children know what is expected of them and reduce confusion.

Children are affectionate and responsive to the childminder. Children seek the childminder for comfort but are confident to choose what they want to play with as they move around the house. The wide range of experiences helps children to explore and create as they test out their ideas. For example, children put their feet inside pots that they find on the floor as if they were shoes. This shows that they are beginning to acquire independent thinking skills. These skills will support children's positive attitudes towards learning in the future.

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

The childminder places high importance upon children's safety and well-being. She attends further training opportunities to broaden her already good knowledge of child protection and safeguarding. This means that she is able to accurately identify if children's welfare causes concern and is confident in the action she would need to take. Her understanding of children's capabilities means that she provides a safe environment for them, while allowing them to manage some risks for themselves. Policies and procedures support the childminder's practice because she knows and understands them well.

The childminder is committed to further improving the quality of care, which she provides for children. She evaluates her practice by taking account of parents' views and children's enjoyment of activities. By working closely with a development worker, she is able to reflect objectively, using recommendations for improvement positively. The childminder reads widely around all aspects of children's care and education and uses this to plan meaningful activities for them. This also helps her to monitor the quality of the learning experiences that she provides to children. Her desire to improve her knowledge and skills leads her to undertake further training to achieve a level 3 qualification. She uses this learning to reflect upon the strengths and weaknesses in her care and draws up plans of action to remedy any weaker areas. This means that children experience good quality care that continues to improve and develop.

The childminder is aware of other professionals, who can complement her work. She attends a local children's centre to access further support and is aware of how to work with others should the need arise. On the whole, partnerships with parents are good. The childminder puts a lot of effort into communicating about most aspects of their care with them. For example, she appreciates that some parents' time is limited and emails them as they prefer this method of communication.

The Childcare Register

The requirements for the compulsory 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	EY448343
Local authority	Bedford Borough
Inspection number	808058

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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