

Inspection date

Previous inspection date

10/09/2013

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

- Children enjoy their time and their learning and development are promoted as the childminder ensures that his home is inviting and resources are easily accessible. This is supported by his positive attitude to evaluating his daily work and the provision of resources.
- Children settle well and have secure relationships with the childminder because he takes time to understand them as individuals. He offers them sensitive support and encouragement, thereby promoting their independence and self-esteem.
- The childminder has a secure understanding of the Statutory Framework for the Early Years Foundation Stage. His practical assessments and planning mean that children are offered a wide selection of play opportunities that are informed by their interests and needs. Therefore, they are enthusiastic and animated about their play and learning.
- Children's language, communication and social skills are promoted and they learn to express themselves appropriately. The childminder interacts well with the children, supporting them in developing their speech and in participating in discussions.

It is not yet outstanding because

- There is further scope to develop the assessments to make greater use of updates from parents in order to enhance activity planning.
- Opportunities for children to experiment by making marks and writing are not always optimised in all areas of play.

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 and while out on a walk.
- 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 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and two children aged three and under one year in a house in Shefford, Bedfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. He visits the shops and park on a regular basis. He collects children from the local schools and pre-schools.

There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates daily and at weekends, all year round from 8am to 6pm, except bank holidays and family holidays. He 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:

- enhance the assessment procedures and activity planning by making full use of updates from parents about their child's learning and development at home
- extend the opportunities and resources for children to write and make marks during role play and other activities.

Inspection judgements

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

The childminder's thoughtful daily practice and procedures mean that children are happy and settled and make good progress in their learning and development. He has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and a clear understanding of how children learn as they play. Children are supported in developing the skills to learn effectively. The childminder's astute assessments of children mean that he understands how they learn and provides relevant activities. For example, after noting that some children preferred physical play and to be outdoors, the childminder now offers a range of activities and learning opportunities that involve these elements. An example of this, and a firm favourite with the children, is using a model tractor and trailer to collect apples in the garden. The children become engrossed as they fill the trailer with apples,

count these, compare the sizes and move them on to a larger container.

The childminder works with parents to gather a wide range of initial information in order to assess children's starting points. He uses this information to help monitor children's progress and to inform the planning of activities. The childminder's good communication with parents means that they have opportunities to share daily news about their children and regularly view their child's assessment files. The childminder also helps parents to extend their child's learning at home. For example, he provides information about the current planning and themed work they are doing so that parents can offer complementary activities. However, the assessment procedures do not make maximum use of all updates from parents about how their child has been learning and developing at home. As a result, the childminder does not include this full range of information in his planning and so promote children's development to the optimum.

The childminder observes children as they play, keeping clear records and carefully referencing these to the seven areas of learning. He then assesses the information, planning the next developmental steps for each child and including these in the daily planning. Consequently, children are offered activities and resources that interest them and provide balanced learning opportunities in all areas. The childminder also plans each day well to ensure that children have time to select resources and play independently and to participate in structured activities. This supports them in taking an active role in their own learning and develops their understanding of how to work in partnership with others and share their ideas and thoughts. They are, therefore, well prepared for school and future learning.

Well-organised activities that include carefully planned resources mean that children have fun and their learning is extended. For example, children enjoy a game where they choose plastic models of body parts from a bag. Their thinking, creativity and communication skills are extended, as they then think of different sounds they can make using the corresponding body parts. They clap hands, stamp their feet, click their tongues and make sniffing noises using their noses. Children enjoy this activity so much that they extend it independently by going on to make models with the plastic body parts. Children's learning is further promoted as the childminder makes good use of daily learning opportunities. For example, when children go to feed the ducks, they learn about the different appearance of the male and female ducks and also name the different species of ducks, noting that some like to hide amongst the reeds.

Children's language and communication skills are promoted well. The childminder pays attention to encouraging them to explain their ideas and to actively including them in conversations and discussions he knows they are interested in. For example, when reading a book, children note the worms illustrated and the childminder encourages them to remember the worms they saw when they dug up their potatoes. Children have appropriate opportunities to make marks and develop early writing skills. For example, they enjoy drawing and painting activities. However, writing materials are not always readily available alongside role play and other activities. This means that children are not fully encouraged to develop the use of writing for a purpose. Children participate in a wide variety of activities that promote their physical development. For example, they go for daily walks and enjoy visiting local parks where they use the large play equipment.

Children are offered practical opportunities to learn about other ways of life. For example, they examine artefacts from around the world, going on to talk about the climates and traditions of the countries these come from and to look them up on maps.

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

The childminder's good procedures for gathering information from parents mean that he has a thorough understanding of children's needs, interests and abilities. He, therefore, consistently offers children practical support and plans relevant play opportunities. The childminder's ongoing support and encouragement promote children's independence and self-esteem. This is further promoted and they feel welcome and valued as they play an active part in evaluating the daily activities. Easy access to a wide range of resources means that children make independent choices and initiate their own play. The childminder also demonstrates a positive attitude to learning and encourages children to persevere and to try new activities. Therefore, they are supported well in developing the skills required for future learning and are well prepared for school.

Children develop a good understanding of how to manage their own behaviour as the childminder offers them practical explanations. He encourages them to share and to consider the needs and feelings of others. Thoughtful settling-in procedures mean that new children quickly settle. The childminder makes sure that he is fully aware of their usual routines, incorporating these into the daily plans. For example, children have a daytime sleep at the same time as they would at home. Children develop secure relationships with the childminder. They demonstrate that they enjoy his company as they take books and toys to share with him and include him in their play and discussions.

Children are supported well in developing their self-care skills. For example, young children competently put on their own shoes and boots before going out, taking these off by the door as they come back in. Children gain a good awareness of the importance of healthy lifestyle practices. For example, their understanding of exercise is promoted as they take part in physical activities and then note how this affects their bodies. The good hygiene procedures and simple step-by-step illustrations for washing hands enable children to carry out these procedures independently and to understand why they do them. Thoughtful daily practice and ongoing explanations support children in developing a thorough understanding of how to keep themselves safe. For example, older children are involved in assessing risks and a safe route so that they can use their scooters when out with the childminder.

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

The childminder is conscientious and sets high standards for his work. He has a good understanding of the Statutory Framework for the Early Years Foundation Stage and reviews this frequently. He also checks his own policies and procedures, ensuring that he is consistently promoting children's health, welfare and safety. Therefore, the childminder has built a sound foundation from which to continue developing his childminding practice. His honest self-evaluation includes feedback from children and parents and covers all

areas of his work. This gives him a good overview of his strengths and areas for improvement and supports him in planning and prioritising changes. For example, recent improvements include more focussed assessments, enabling the childminder to efficiently identify children's next steps and to plan activities that promote their development.

The childminder actively uses the guidance associated with the Statutory framework for the Early Years Foundation Stage to support him in monitoring children's progress. Clear procedures for working with other providers caring for the children enable the childminder to work in partnership with them. For example, he regularly exchanges assessment and planning information with the local pre-school so that they can work together to promote children's development. The childminder is an active participant in events at his local children's centre. This means that he has a good understanding of the roles of other professionals and can seek help for children should the need arise. His considerate procedures for working with parents mean that they are well informed of their child's activities and progress. For example, the childminder completes daily diary records and frequently sends parents updates and photographs by electronic mail during the day.

Thorough safeguarding arrangements mean that children's welfare is consistently promoted. The childminder has attended additional training and has chosen to implement written procedures to support this area. Therefore, he has a good understanding of the process to follow should he have any concerns about a child in his care. Thorough risk assessments ensure that the childminder's home is safe and secure. This means that children play in a safe environment and have a positive childcare experience that forms a good start to their future learning.

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	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 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 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	EY460300
Local authority	Central Bedfordshire
Inspection number	912030
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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