

Inspection date

Previous inspection date

11/09/2013

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

- The childminder takes time to get to know each child's needs and interests, helping them to feel settled and to build secure relationships. Her sensitive support and encouragement promotes their independence and self-esteem.
- The childminder has a secure understanding of the Statutory framework for the Early Years Foundation Stage. Her practical daily planning ensures that children are offered a good selection of activities that build on their interests and next developmental steps. They therefore, show an interest and enthusiasm for their play and learning.
- The childminder interacts well with the children. This supports them in developing their speech and social skills and they learn to express their ideas and needs appropriately.
- Children play safely and enjoy their time as the childminder ensures that her home is safe and secure and toys are readily accessible. This is supported by her positive attitude to assessing her practice and the provision of resources.

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 gain a greater awareness of the wider diversities of society are not fully explored.

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.
- 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 verbal feedback to the childminder.

Inspector

Kelly Eyre

Full Report

Information about the setting

The childminder was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 10 years in a house in Marston Moretaine, Bedfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has two cats and two rabbits as pets.

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, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and 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 assessment procedures and activity planning by making full use of updates from parents about their child's learning and development at home
- extend the educational opportunities for children to gain a greater understanding of the world, with regard to the similarities and differences between families, communities and traditions.

Inspection judgements

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

Children are happy, secure and make good progress in their learning and development. The childminder has a secure knowledge of the Statutory framework for the Early Years Foundation Stage. She combines this with her good understanding of how children learn through play to ensure that their development is consistently promoted. The childminder's good interaction with children encourages them to explore, solve problems and find new ways to do things. For example, children making jewellery work out how long to make the lengths of plastic in order to make rings and bracelets. The childminder encourages them

to take this further and they work out how to join the pieces to make longer lengths in order to make necklaces. They are so pleased with these that they go on to make models of giraffes, talking about their long necks.

The childminder collects a wide range of information from parents in order to assess children's starting points. This information is used to inform the initial planning and to monitor children's progress. Good communication with parents means that they have opportunities to share daily news about their children. The childminder also supports parents in extending their child's learning at home. For example, she makes sure they are aware of the current planning and of favourite books and rhymes the children have been enjoying with her. However, the assessment procedures do not take full account of all updates from parents about how their child has been learning and developing at home. As a result, the childminder is not able to include this full range of information in her planning and so promote children's development to the optimum.

The childminder makes good use of photographs and written and informal observations of children to aid her in assessing their development and planning the next steps in their learning. She uses these assessments to inform the daily planning, thereby ensuring that children are offered activities that capture their interest and promote their development in all areas of learning. Children are encouraged to explore independently and develop their play and also to participate in adult-led activities. Therefore, they play an active part in their own learning and gain a good appreciation of how to work in partnership with others. This prepares them well for school and future learning.

The childminder supports children in developing the skills to learn effectively and to achieve. Her perceptive assessments mean that she plans play opportunities that make the most of children's individual learning styles. For example, after noting that some children prefer physical play outside, the childminder offers relevant activities in this area. An example of this is a parachute game, where children name the colours of the parachute, count the number of balls they can balance on this and then see how many different ways they can make the parachute move. Children's play is extended as the childminder makes resources that reflect their current interests and stages of development. For example, babies enjoy exploring the textures, colours and sounds of everyday items in a 'discovery basket'.

Children's language and communication skills are promoted well as they are supported in extending their vocabulary and expressing their views and ideas. For example, children drawing pictures enjoy explaining these to the childminder, going on to make up stories about the characters they have drawn. All children are included and enjoy their time as the childminder is competent in adapting activities to suit their varying needs. For example, older children look through their assessment files, discussing the photographs and remembering the different activities. During this time, the childminder offers the babies and younger children cloth books and they enjoy exploring the attached ribbons and textured materials.

Children participate in a wide range of activities that promote their physical development. For example, young children develop their finer skills as they learn to turn the pages of books and manipulate puzzle pieces. They also develop their balance and coordination as

they use ride-on toys and large play equipment at the park. Children are offered adequate opportunities to learn about other cultures and ways of life. For example, they participate in craft activities associated with festivals, such as, Chinese New Year and Christmas. However, activities and opportunities are not used to the full to promote children's greater awareness of the wider diversities of society.

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

The childminder takes time to meet with parents and gather a wide range of information so that she is aware of children's needs, likes and dislikes. This aids her in offering children effective support and relevant activities. Children's independence is promoted as they are encouraged to explore the toys and activities, initiate their own play and state their views and preferences. This supports them in developing the skills required for future learning and prepares them well for the transition to pre-school or school. The childminder's thoughtful procedures mean that children feel welcome and their self-esteem is promoted. For example, she displays examples of their work around her home.

New children are helped to settle because the childminder ensures that she is fully aware of their preferences and usual routines, incorporating these into the daily planning. For example, babies and young children sleep and feed according to their home routines. The childminder shows each child that she is genuinely interested in them, thereby supporting them in developing secure relationships with her. They demonstrate that they enjoy her company as they naturally include her in their discussions and take favourite toys and books to share with her. The childminder offers children practical explanations about their behaviour and encourages them to understand each other and to share the toys and resources. As a result, they develop a good understanding of how to manage their own behaviour.

The childminder creates a positive atmosphere in her home by showing children that she values and respects all. Children respond to this and show a desire to understand each other and work together. Children are supported well in developing their self-care skills. For example, babies learn to feed themselves and older children help themselves to their drinks. Children gain a good awareness of the importance of healthy lifestyles. Their understanding of the effects of exercise is promoted as they participate in physical activities and go on to talk about feeling hotter and having increased heart rates. Their understanding of good hygiene is promoted as they wash their hands and read simple stories that reinforce the relevance of this. Good daily practice and ongoing explanations help children develop a thorough understanding of how to keep themselves safe. For example, older children know why it is important to stay within sight of the childminder when they are playing at the park.

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

The childminder has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. She seeks advice from other professionals and meets with other childminders to share information, actively putting any

new knowledge into daily use. For example, she checks her paperwork and procedures to ensure that they support her in meeting the legal requirements and, therefore, promote children's health, welfare and safety. The childminder routinely evaluates her practice and seeks feedback from children and parents. She, therefore, has a clear picture of her strengths and areas for improvement and plans appropriate changes. For example, recent improvements include the introduction of new toys and the organised sharing of resources with other childminders. This means that children are offered a wider range of play opportunities that extend their learning and development.

Children's welfare is well considered and consistently promoted as the childminder has thorough safeguarding arrangements in place. She has attended relevant training and has chosen to implement written procedures to further support this area. Therefore, she has a good understanding of the process to follow should she have any concerns about a child in her care. Thorough risk assessments are regularly reviewed and help to ensure that hazards are minimised and children play in a safe, secure environment.

The childminder makes good use of all guidance associated with the Statutory framework for the Early Years Foundation Stage to support her in monitoring children's progress. She works well with other people also providing care to the children. For example, she exchanges assessment and planning information with the local pre-school, thereby ensuring that children's care is consistent and their development promoted. The childminder uses her local children's centre and has a good understanding of the role of other professionals. She can, therefore, seek further help for children should the need arise. Her good procedures for working with parents mean that they are well informed of their child's activities and progress. For example, the childminder writes daily diaries for each child and regularly shares children's assessment records.

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	EY461100
Local authority	Central Bedfordshire
Inspection number	911290
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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