

Inspection date

Previous inspection date

07/07/2014

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

- Teaching is good because the childminder understands how to promote children's learning during play. She develops individual learning plans for children that incorporate clear next steps. As a result, their progress is good.
- Children are imaginative and have good concentration because the childminder provides space and materials for them to explore and invent games together.
- Children benefit from the bonds and caring relationships that clearly exist between them and the childminder. As a result, they are settled and secure.
- The childminder understands her responsibility in regard to safeguarding children, which means that they are protected. Clear policies underpin the relationship with parents.

It is not yet outstanding because

- The childminder sometimes gives children insufficient time to think about what they are doing or to find the vocabulary to extend conversations. As a result, their communication and language is not always optimised.
- Children cannot initiate their own play and learning because accessible resources on the ground floor are limited. Storage of toys on the first floor means that the childminder selects materials.
- Continuity of learning is not fully supported because the sharing of information about children's learning with other settings that children attend is not well-embedded.

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 talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires.
- The inspector reviewed the providers self-evaluation form as provided via email to the inspector.

Inspector

Lynne Talbot

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged six years and four years in a house in Leighton Buzzard, Bedfordshire. The premises is accessed with two steps. The whole of the ground floor, an upstairs bedroom and bathroom of the childminder's home are used for childminding. There is an enclosed garden available for outside play. The childminder attends social and activity groups on a regular basis. She collects children from local nurseries. There are currently five 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 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children who speak English as an additional language. She 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:

- extend children's learning in the area of communication and language by providing additional opportunities for them to practise their language and respond to open-ended questions as part of their play
- continue to develop children's independent choice by reviewing the accessibility of resources for children
- develop more effective communication with all other settings delivering the Early Years Foundation Stage, which children attend, to ensure that there are regular opportunities to share information about children's learning and development to support continuity in their learning.

Inspection judgements

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

Children are enthusiastic and motivated to learn because the childminder is responsive to their choices within play. For example, when painting on a very large piece of paper in the garden, children extend the activity into making foot prints by walking along the paper. Children enjoy experimenting with sponges and different sized brushes; they concentrate intently as they investigate making marks. The childminder offers new learning as she encourages children to view the large and small marks they have made. Children show good imagination as they describe their pictures as, for example, a tractor. The

childminder understands the importance of allowing children to express themselves through art activities and talks with them about what they have done, without guiding their free expression. When playing independently, children concentrate on activities and show a clear sense of satisfaction when they complete tasks themselves. For example, children choose musical instruments from a selection of available toys and begin to explore the different sounds they can make together. The childminder quickly responds to children's choices and the game evolves into a singing session with children beating and shaking the various instruments in time to the beat.

The childminder introduces children to their local community because they make regular excursions to local activity groups. Children have access to resources to promote their interest in their own, and each other's, cultures. They take part in regular activities to foster this interest. For example, they enjoy searching on the large world map to find different countries together. The childminder learns, and uses, some key words of the home languages spoken by children in her care and this helps them to feel secure. Parents of children provide story books written in their home language, as well as text and picture cards in those languages. This both engages parents in the childminder setting and supports all children to be interested in each other's culture. As a result of the childminder's teaching and actions, young children who speak English as an additional language are making good progress in all areas of development. The childminder is very good at encouraging children's large scale imaginative play. For example, she provides materials for them to make camps in the garden. She also sets up pretend aeroplanes in the lounge using large cushions and suitcases. Children then explore their developing knowledge as they estimate the space available in the camp. They count the soft toys which they line up as passengers in the aeroplane and show developing vocabulary as they recall recent trips and holidays. Children's communication skills are developing well; although, the provider does not always make best use of opportunities to fully extend this learning. For example, on occasion she answers her own questions and does not consistently give children time to respond to questions or find the vocabulary to explain what they mean. At times, this can limit children's opportunities to practice their speaking skills and maximise communication.

The childminder demonstrates a good understanding of the requirements of the Early Years Foundation Stage and has established clear methods of observation and assessment. She makes written observations which she uses to assess children's progress. Each child has a learning file which begins with a planning ideas sheet. This shows details of their general interests and emerging development, alongside anything new that the childminder has noticed or a specific development need to target. The childminder uses this record to identify next steps and plan ideas for each child and as a result, each child's learning is promoted. All information is collated to develop a play plan each week that supports every child's learning and development. Parents are involved within children's learning and information is shared that allows each party to build on achievements made. For example, the daily diary and electronic devices play an important part in the relationship. As a result of the observation and assessment arrangements, and the effective planning, children make good progress. The childminder is aware of the progress check for children between the ages of two and three and will complete this as required. She provides a teaching environment within which children have opportunities to explore

and learn actively. This lays the foundations for children's future move to school.

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

The childminder takes account of each child's individual need to provide settling-in procedures and works closely with parents to establish a positive relationship. For example, at the beginning of contracts she offers as many sessions as required to families to introduce children to the surroundings. When care arrangements or hours change, the childminder works closely with parents to adjust her care. For example, if children's hours alter, the change to sleeping patterns is discussed and accommodated. The childminder uses methods that include a daily book, text and email contact to keep parents informed about their child's day. This successfully supplements her personal contact with parents at the beginning and end of the day. Detailed care plans are provided by parents to help the childminder to establish daily care reflecting children's routines at home. This helps her to work closely in support of children's well-being. Children demonstrate good attachments with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. As a result of these steps, children from an early age are emotionally prepared for school or a move to another setting.

Very young children behave well and receive consistent and positive behaviour management that helps them to develop self-confidence. Children are beginning to take turns; this is reinforced when the childminder praises their actions. Frequent praise shows children that they are valued and fosters good self-esteem. Children are well-nourished because the childminder provides healthy meals and snacks. She prepares menus which are adapted to meet any dietary requirements. The childminder makes up games and names for vegetables which she calls the 'garden gang', such as Colin cucumber and Peter potato; children then become interested in what they are eating and eager to try new tastes. The childminder is especially vigilant when caring for children with any medical needs and takes care to follow medication routines closely. As such, children are protected. Very young children are learning to meet their own care needs. For example, they wash their hands and faces, before eating, with help. This prepares children for independent care. Children enjoy physical play each day in the garden and at social groups. These activities help to support physical health and foster their confidence in larger groups helping children to meet, and become familiar with, other adults in a controlled environment. This assists their independence and preparation for their next group or school.

Children are kept safe on the premises because the childminder completes records of risk assessments to minimise hazards. They listen carefully when the childminder gives them reminders about safety, for example, to walk down the steps into the garden. Young children feel safe and happily explore their physical capabilities as they climb the steps to the slide. The childminder offers gentle reminders and stands close by, thereby, allowing children to assess risks for themselves. Children access some resources freely and the childminder provides materials, in line with planned activities, from a good range which is suitable to promote all areas of learning. However, very young children are not able to freely access resources and make independent choices due to the range of materials

stored in the first floor playroom. The childminder is required to fetch resources and she makes suggestions regarding play. This means that opportunities for children to lead their own self-selected learning are not optimised.

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

The childminder has a firm understanding of safeguarding and she ensures that children's welfare is assured. A written procedure for safeguarding outlines the procedures for children's protection and is supplied to parents to provide clear information. This identifies the importance that the childminder places on her role. The appropriate checks for all household members are in place. The childminder implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home and during outings. The use of mobile telephones and cameras by visitors is not permitted in the setting; there is also a detailed digital media policy to protect children. The childminder uses daily risk assessments to minimise risk for children. As a result, children are safe both in, and outside of, the home.

The childminder shares a large range of policies with parents to underpin the professional relationship and support children's well-being. Parents are involved in the day-to-day care of their children and value the informative home books that are provided. Parents comment that they are very happy with the communication, that the childminder provides healthy and nutritious meals and that children love to spend time in her home. Furthermore, they comment on the ease with which children have settled into her care. Whilst only recently registered, the childminder invites all parents to review their children's learning files and to complete feedback questionnaires. She completes effective reflective practice to continue to develop the care provided and makes a basic record of self-evaluation. She updates her knowledge and works with a local authority advisor. The childminder observes all children in her care closely to seek their views and ensure that they are challenged by new and exciting activities. She uses those observations to add to her plan for continued development. The childminder updates her procedures regularly to ensure they are efficient. This means that her focus is on the care and learning of children throughout the day rather than on the completion of documentation. The childminder has a programme of continuous professional development to enhance her knowledge. Consequently, she is able to demonstrate a drive for improvement and continued good provision.

The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is aware of the importance of working with parents and other professionals to make sure the needs of all children are met appropriately. The childminder has initiated contact with nurseries that some children attend and through this contact can talk about events or welfare issues that arise. A shared book is useful and supplies a means to make contact and share basic information. However, the links with other settings are not fully developed to ensure that information to promote consistency of learning is promoted. The childminder continues to review her own observation and assessment methods and demonstrates a good knowledge of the characteristics of

learning. As a result, children make good progress. Children in this setting have a positive experience that forms a good base for continued well-being, learning and development.

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	EY473754
Local authority	Central Bedfordshire
Inspection number	950827
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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

T: 0300 123 4234
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