

Inspection date	12/11/2012
Previous inspection date	19/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The environment is safe and welcoming. The childminder builds good relationships with the children and works in partnership with their families. Therefore, children are secure and their care is consistent.
- Children are eager to explore and learn. They are happy to play independently and with the childminder. This supports them in developing a positive approach to their learning.
- The childminder supports children so that they feel included. She uses opportunities to extend their vocabulary. Children are therefore supported in gaining appropriate communication skills, thereby preparing them for school and future learning.

It is not yet good because

- Assessments and planning are not suitably consistent in depth or breadth to fully build on children's interests and next developmental steps.
- There is further scope to develop the self-evaluation procedures to include the views of parents and children in order to involve them in the ongoing development of the provision.
- Partnership working with other providers is not fully developed to include the consistent sharing of detailed information to further update children's assessments.

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 childminder's house and talked with the childminder and children present.
- 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 and the childminder's self-evaluation information.
- The inspector also took account of the views of parents, as recorded in their feedback to the childminder.

Inspector

Kelly Eyre

Full Report

Information about the setting

The childminder registered in 1996. She lives with her husband, a child aged 15 and an adult child in Houghton Regis, Bedfordshire. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The

childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There is currently one child on roll who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She supports children who speak English as an additional language and is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the educational programme has depth and breadth by using information in assessments to inform the planning so that it consistently reflects children's interests and their next developmental steps.

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

- develop the procedures for self-evaluation so that these include contributions from parents and children
- develop further the arrangements for information sharing and partnership working with other people who also care for the children.

Inspection judgements

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

Children are happy and secure with the childminder, who supports them in building relationships and in developing positive attitudes to learning. For example, they make independent choices about their toys and resources and are confident to try new activities. They are appropriately supported by the childminder, who understands that children learn as they play. For example, children have time to explore the train set before the childminder joins them. She demonstrates how to join the pieces to make a track for the trains, thereby helping children to develop skills, such as simple problem solving.

The childminder supports children in acquiring the skills to learn effectively and to achieve. This is enhanced by her appropriate interactions with children. For example, whilst playing with a construction set, she encourages children to name the different shapes of the bricks and to build towers and other models to use alongside the train set. Children enjoy

the interaction and challenge of this activity, laughing and smiling as they carefully balance the bricks. The childminder is aware of how important it is for children to develop good communication skills. She therefore supports them in extending their vocabulary and language. For example, children are engaged in discussions about familiar topics, such as their favourite characters and super heroes. Children who do not speak English are adequately supported by the childminder so that they make expected progress in acquiring language skills.

The childminder assesses children as they play. She links her observations and assessments to the areas of learning in order to ensure that children are supported in making adequate progress in each area. However, her observations are not sufficient in depth and detail. This means that the childminder is not able to fully utilise information about children's next developmental steps or their current interests. The planning of activities is therefore not sufficiently informed in order for the childminder to plan a more stimulating environment and promote children's development to the optimum.

The childminder encourages children to explore and take the lead but also plans some appropriate structured activities. This means that children have balanced opportunities to explore on their own and to participate in adult-led activities. They are therefore appropriately supported in taking an active part in their learning whilst learning to work with others. The childminder reviews the provision of resources and ensures that these reflect children's current interests and help to promote their development. For example, after noting that children enjoyed playing with dinosaurs, she provided additional associated resources. Children now enjoy looking at books about dinosaurs and using the dinosaur stickers to create their own pictures. This develops their creativity and promotes early reading skills.

The childminder works with parents to gather information about children's abilities and preferences. She uses this information informally in order to plan appropriate activities and play opportunities. For example, she extends children's interest in super heroes by offering additional role play resources to use alongside their favourite action figures. Effective, ongoing communication with parents means that they have adequate opportunities to share updates about their child's learning and development at home.

Children are offered effective opportunities to learn about other ways of life. For example, they look at books and discuss the countries and cultures depicted. The childminder plans appropriate play opportunities to promote children's physical development at all levels. For example, children manipulate small construction sets, but also develop skills, such as balance and coordination, as they learn to use the larger play equipment in the garden.

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

The childminder implements suitable procedures for working with parents and for gathering information about children. This means that she can offer children appropriate support and they are able to form good relationships with the childminder and each other. There are satisfactory procedures in place to monitor children and ensure that their needs

are met and they are making expected progress. The childminder gets to know the children and supports them appropriately, encouraging them to develop their play and express themselves. This helps to reinforce positive attitudes to future learning and prepares children for the transition to school.

The home environment is effectively organised in order to offer children an acceptable range of play opportunities that support their learning in all areas. The majority of resources are accessible so that children can make choices about their play. For example, children playing with wooden bricks go on to choose a more complicated construction set. Children are also offered adequate opportunities to play and learn outside the home. For example, they enjoy playing tennis and badminton in the garden.

The childminder acts as a good role model to children. She shows care and respect for all and thereby encourages children to understand and respect others. She talks with children about their behaviour so that they can begin to understand the consequences of this. Children are appropriately supported in developing self-care skills. For example, they help themselves to their drinks and know that it is important to drink regularly throughout the day. They gain an effective awareness of the importance of exercise and physical activity as they engage in play opportunities, such as using skipping ropes, balls and the garden swings. Ongoing discussions and explanations from the childminder help children build a secure understanding of safety issues. For example, they understand why it is important not to run on the wooden floor.

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

The childminder is experienced and ensures that she is aware of any changes to the legal requirements. She makes sure that all paperwork and procedures are in place, thereby promoting children's health, safety and well-being. The childminder utilises relevant self-evaluation procedures that enable her to obtain a sound overview of the main strengths and weaknesses of her practice. However, these procedures do not sufficiently take account of the views of parents and children. Therefore, she does not have a fully representative overview on which to base the prioritisation of improvements.

There are adequate procedures to assess and monitor children's progress. The childminder also has some appropriate procedures for sharing information with others caring for the children. For example, she talks with practitioners when she collects children from nursery. However, these procedures are not used to the optimum to share detailed information in order to fully update children's progress and thereby plan further activities. The childminder's effective partnerships with parents mean that children's care is appropriate and consistent. She uses her experience and knowledge of child development to support parents and enable them to continue their child's learning at home.

The childminder has practical procedures for safeguarding children, ensuring that their welfare is promoted. She has attended additional training and has a sound understanding of safeguarding issues. To support this area, the childminder has put together a file of

additional information and contact details, ensuring that she is aware of the correct procedures to follow. The childminder carries out ongoing, informal safety checks, ensuring that her home is safe. Children's childcare experience is therefore positive and helps form a sound base for the future.

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
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	259799
Local authority	Central Bedfordshire
Inspection number	818569
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/10/2010
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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