

**Inspection date**

22/04/2013

Previous inspection date

01/02/2010

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 attends additional training and has a thorough understanding of the Statutory Framework for the Early Years Foundation Stage. She, therefore, promotes children's learning through play and structured activities.
- Children are settled and secure because the childminder ensures that she understands their needs and interests. They are eager to play and explore and are developing a positive approach to learning. They are, therefore, well prepared for school and future learning.
- Thorough daily assessments and thoughtful planning ensure that children are offered a balanced range of activities that are securely based on their interests and developmental stages. They are, therefore, fully engaged and their individual learning is promoted well.
- Children are well supported in learning new vocabulary and they enjoy participating in discussions. This means that their language and communication skills are promoted and they learn to express their views and ideas.

**It is not yet outstanding because**

- Opportunities for children to write and experiment by making marks are not always optimised in all areas of play.
- Children's wider understanding of the relevance of healthy lifestyle practices is not promoted to the full.

## 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.
- The inspector talked with the childminder and the children present and carried out a joint observation with the childminder.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the provider's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents, as recorded in their written feedback to the childminder.

## Inspector

Kelly Eyre

## Full Report

### Information about the setting

The childminder was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, two adult children and one 15-year-old child in a house in Houghton Regis, Bedfordshire. The whole of the ground floor of the property and the rear garden are used for childminding. The family has three guinea pigs as pets.

The childminder attends a toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, one of whom is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8.30am 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.

### What the setting needs to do to improve further

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

- extend the opportunities for children to write and make marks during role play and other activities
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to physical exercise and a healthy diet.

## Inspection judgements

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

Children are happy and well supported by the childminder. She has a thorough knowledge of the Statutory Framework for the Early Years Foundation Stage and a good awareness of how children learn through play. This means that children's development is consistently promoted and they make good progress in all areas of learning. The childminder's good interaction with children further extends their learning and development. For example, children have time to explore the wooden blocks before the childminder encourages them to build structures and to count the bricks as they use them.

The childminder has clear procedures to gather information from parents, in order to assess children's starting points. This means that she has a good overview of their needs

and abilities. It also enables her to track their progress and plan appropriate activities and resources. The childminder's good communication with parents means that they have regular opportunities to share news and updates about their children. She also offers ideas for parents to continue their child's learning in the home environment. For example, she provides information about current songs children have been singing and books, which they have enjoyed together.

The childminder keeps records of her daily observations of children. She diligently assesses this information and actively uses it to inform activity planning. This ensures that children are offered activities, which capture their interest and promote their individual development. Children are supported in developing their own play and are also offered opportunities to participate in adult-led activities. This enables them to explore independently and experience a more structured environment. They are, therefore, supported in playing an active role in their own learning while understanding how to work in partnership with others. This means that they are well prepared for school and future learning. The childminder uses the Early Years Foundation Stage guidance to support her in monitoring children and checking that they are making good progress.

The childminder supports children in developing the skills to learn effectively and to achieve well. She encourages them to try new activities and to persevere in these. For example, children playing with interactive toys are encouraged to use the buttons to activate the different functions. They are pleased when they learn to differentiate between the buttons and functions, accessing these toys independently and exploring them further. Children's play is extended as the childminder thoughtfully makes some resources. For example, children love referring to a book about 'planting'. They remember the process of planting seeds and enjoy using the attachable tabs to name the different parts of the plant and to look at what the seeds need, in order to grow.

Children develop good language and communication skills as they are sensitively supported in extending their vocabulary and participating in discussions. For example, they enjoy discussions about family members and recent events. Children have some opportunities to experiment with making marks and to develop early writing skills. For example, they use pencils and paints during craft activities. However, these materials are not readily available as part of role play and alongside other activities. This means that children are not offered the full range of opportunities to develop the use of writing for a purpose, such as writing lists and messages.

The thoughtful planning and provision of resources means that children are offered a range of experiences, which promote their learning and development. For example, children enjoy feeding the garden birds and refer to a book to identify the different species. The childminder then extends this by offering children a book about mini-beasts and they talk about finding these in the garden. Children participate in a wide range of activities that promote their physical development. For example, they develop their finer skills as they manipulate construction pieces. They also develop their balance, control and coordination as they use larger play equipment in the garden and at the park. Children are offered creative opportunities to learn about other cultures and ways of life. For example, they make displays that depict different cultures, beliefs and places of worship.

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

The childminder has good procedures to gather information from parents, so that she is aware of children's needs, preferences and abilities. This enables her to offer children appropriate support, resources and play experiences. Children's independence is promoted as the childminder encourages them to explore the toys and resources and initiate their own play. This supports them in developing the necessary skills for future learning and prepares them well for the transition to pre-school or school.

Children learn to understand and manage their behaviour as the childminder offers them clear explanations. Her thoughtful daily procedures encourage children to consider their actions and to start taking on responsibility. For example, children help to tidy the toys away before going out to play in the garden. This area is further supported by the implementation of appropriate house rules, ensuring that children are aware of expectations and boundaries. New children quickly settle because the childminder ensures that she is fully aware of their usual routines, incorporating these into the daily timetable. For example, children sleep and eat according to their home routines. Again, the childminder's considerate daily procedures help children to feel secure and settled. For example, they help to set up the daily picture prompt timetable each morning and refer to this during the day. Children develop secure attachments with the childminder, demonstrating that they enjoy her company as they readily include her in their play.

The childminder acts as a positive role model and shows children that she values and respects all. Children respond to this and learn to respect each other. They are supported well in developing their self-care skills. For example, young children learn how to use cutlery to feed themselves. Children gain a suitable awareness of the importance of healthy lifestyles. For example, they understand why it is important to wash their hands before eating. However, their understanding of the relevance of healthy practices, specifically a healthy diet and the effects of exercise, is not always promoted to the full. Good daily practice and ongoing explanations help children to develop a clear understanding of safety issues. For example, they discuss risks when using large play equipment and learn to use this safely.

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

The childminder is experienced and continues to set high standards for the quality of care she provides. She attends additional training and regularly reviews her procedures, supporting her in promoting children's health, welfare and safety. The childminder maintains an honest approach to the evaluation of her daily practice, seeking the views of children and parents to inform this. She, therefore, has a good overview of her strengths and areas for improvement and can plan relevant changes that improve the provision for children. For example, recent improvements include the increased use of ongoing assessments, in order to plan activities that promote children's individual development.

Children's progress is carefully monitored as the childminder uses her own knowledge of child development, combined with the Early Years Foundation Stage guidance. Clear plans

for working with other providers enable the childminder to work in partnership. For example, she has procedures in place to exchange information with the local pre-school and school, so that they can work together to promote children's learning and development. The childminder demonstrates a good understanding of the roles of other professionals. This means that she is able to seek additional help for children should the need arise. Her good communication with parents means that children's care is consistent. Also parents are well informed of their child's activities and progress. For example, they regularly view their child's assessment records.

Children's welfare is consistently promoted as arrangements for safeguarding are thorough. The childminder has written procedures and information in place to support this area. She, therefore, has a good understanding of the process to follow should she have any concerns about a child. Thorough risk assessments and daily safety checks ensure that any hazards are minimised or removed and children are safe. This means that children play safely, enjoy their time and have a positive childcare experience that supports their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	259789
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	876609
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2010
<b>Telephone number</b>	

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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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