

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 14/05/2013 |
| Previous inspection date | 03/02/2011 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 childminder establishes warm and trusting relationships with children, so children have a sense of security and belonging.
- Children's good health is protected; meals and snacks are varied and nutritious, and children are actively involved in a range of activities that promote their physical development.
- The childminder has an effective understanding of safeguarding children and ensures that their welfare is prioritised.

### **It is not yet good because**

- The childminder does not consistently use observations and assessments to identify children's starting points and next steps in their learning. Therefore, she does not always use the assessments to fully support children to make the best progress in the prime and specific areas of learning.
- Children's learning is not fully supported as parents are not consistently encouraged to share information about their children's development at home. Similarly, partnerships with other early years settings attended by the children are not sufficiently established to fully support children's learning and development.
- Priorities and plans for improvement are not consistently identified and do not include the contributions of parents. Therefore, the monitoring of practice lacks the rigour to support ongoing improvements to the provision for children.

## 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 main playroom.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

**Inspector**  
Susan Ennis

## Full Report

### Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 13 and 15 years in a house in Sandy, Bedfordshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden is used for childminding. The family has two dogs and a tarantula as pets. The childminder attends the library 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 15 children on roll, five of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve the identification of children's starting points and the use of consistent ongoing assessment to ensure that activities support children to make the best progress in the prime and specific areas of learning
- seek to engage and support parents and/or carers in guiding and sharing their children's learning and development at home
- enable a regular two-way flow of information between providers when children attend more than one setting, in order to fully support children's learning and development.

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

- devise and implement a thorough self-evaluation process, which includes the views of parents, to identify your strengths and areas for improvement.

## Inspection judgements

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

The childminder has a positive understanding about how children learn and develop and knows the children sufficiently well. She has a reasonable knowledge of the prime and specific areas of learning and suitably includes them in her day to day routines in preparation for children's school readiness. For example, she consolidates the children's use of colour by asking if they would like a yellow banana for snack. Furthermore, while children play with the small world dinosaur figures, she develops their understanding of language by describing the long neck of one dinosaur and the sharp teeth of another.

The childminder provides a range of activities that are age-appropriate and flexible, generally catering for the children's individual needs, for example, for those with a shorter concentration span. Children are enthusiastic when the childminder suggests doing some planting. She again reinforces the current topic about colour and asks what colour the children think the marigolds are. She develops their curiosity by asking how they think they can fill the pot and provides a bucket of soil and some spades to support their thought processes. The children develop their physical skills as they use the 'big scoop' to fill the pot and receive praise from the childminder for doing so. Very young children enjoy the opportunity to explore the sensory feeling of the soil on their hands, in the air and eventually in their hair. The childminder also encourages them to be kind to the flowers while developing their understanding of the natural world as she explains how the roots help the plant drink water. The childminder pays attention to how the children engage in the activity and appreciates when their concentration starts to wander. She then clears the activity away, leaving the children to freely choose which toys they want to play with next.

The childminder uses observations, photographs and examples of the children's work to prepare a learning journey for each of them. However, there is currently limited information about children's starting points meaning that the childminder is not always fully aware of how much progress they are making across the areas of learning. Also, as children's next steps in development are not consistently identified, some learning experiences are not always effectively matched to children's individual needs and occasionally lack sufficient challenge.

Children are encouraged to explore and play because the environment provided is suitably engaging. Resources are regularly rotated to provide added interest and toys for the younger children are placed at a low-level encouraging them to self-select what they want to play with. For example, they select their favourite book and take it to the childminder for her to read. They make themselves comfortable on her lap and develop their language skills by predicting the words in the story. The childminder works positively with parents. They share a lot of verbal communication and often join in activities planned by the childminder, for example, helping the children paint a large canvas for the childminder's wall. However, the childminder is less successful in helping them share what they know about their child and at engaging them in their children's learning at home. Therefore, this information is not always used to build on children's further progress.

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

The childminder establishes warm and trusting relationships with the children enabling them to feel safe and secure. She works with parents at the start of the placement to get

to know them well and treats the children very much as one of her own family. The childminder gives age-appropriate explanations about the behaviour she expects and acts as a positive role model. She encourages the children to express their feelings and supports them in doing so. For example, she supports young children to say 'no' when their friends are giving them an enthusiastic hug which they do not want. Children are learning to respect each other and the things around them. Older children are asked to think how they would feel if hurtful comments were made about them, helping them think about the consequences of their actions. The use of boundaries and routines suitably prepares children for their transition onto other settings. The childminder also encourages their self-care skills and takes them on the school run to help them become familiar with the new environment and the changes ahead.

Children are actively learning about their own safety and the potential hazards in the world around them. Younger children know to wait for the 'green man' before crossing the road and enjoy listening to the song devised by the childminder about road safety. They are developing a good understanding about a healthy lifestyle. They enjoy visits in the local area, making the most of the fresh air and exercise as they, for example, enthusiastically run in the woods and practise making marks with sticks in the mud. Visits to the local farm shop develop their understanding of different types of food, as does digging up potatoes on the childminder's allotment. The childminder also uses children's ideas to experiment with different varieties of tools. When children ask if it is possible to eat ice cream with chopsticks the childminder provides the ice cream as well as items such as popcorn and mashed potato encouraging them to put their theory to the test.

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

The childminder understands her responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of the procedures to follow should any safeguarding issues arise and gives children's safety a high priority. She is vigilant about the use of cameras and mobile phones in the presence of the children and ensures that anyone coming into contact with them is suitable to do so. She continually risk assesses the areas used by the children and ensures that any hazards are minimised. For example, a safety gate is in position at the entrance to the kitchen to prevent the children from accessing the area.

The programme of activities, experiences and opportunities the childminder provides for the children supports them in making sound progress towards the early learning goals. Following the inspection process, the childminder is more aware of the monitoring and assessments needed to comprehensively build on children's progress and development. She knows where to secure appropriate interventions for children with specific needs and generally works well with parents in soundly meeting their children's individual needs. However, her partnerships with other early years settings attended by the children are not well established and they are therefore unable to make a strong contribution to the children's learning and development.

The childminder has attended limited training since her last inspection. However, she has

started to identify a programme of on-line courses to update her professional development and the experiences for the children she cares for. Although she reacts positively to the inspection process there is limited evidence of rigorous self-evaluation currently taking place. As the views of parents are also not routinely taken into account in the monitoring of practice, this information cannot be used to inform future priorities for development.

### **The Childcare Register**

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

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

## 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>     | 260338               |
| <b>Local authority</b>             | Central Bedfordshire |
| <b>Inspection number</b>           | 876615               |
| <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>  | 15                   |
| <b>Name of provider</b>            |                      |
| <b>Date of previous inspection</b> | 03/02/2011           |
| <b>Telephone number</b>            |                      |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

