

Inspection date

Previous inspection date

01/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 supports children's curiosity by joining in sensitively with their play and helping them where needed to achieve what they are trying to do.
- The childminder establishes warm and trusting relationships with children, so children have a sense of security and belonging.
- The childminder has an effective understanding of safeguarding children. She ensures that children's welfare is prioritised and that hazards are minimised.

It is not yet good because

- The childminder does not consistently use ongoing observations to identify or plan for children's next steps. Therefore, she does not always use the assessments to fully support children to make the best progress in their 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 progress.
- Opportunities for children to gain a greater awareness of diversity and the wider world 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 all rooms and the outside area.
- 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, parents and children at appropriate times throughout the inspection.

Inspector

Susan Ennis

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged three and seven years in a house in Shefford, Bedfordshire. The whole of the ground floor, one bedroom on the first floor and the rear garden are used for childminding. The family has a pet dog.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and local park on a regular basis. She collects children from the local schools and pre-schools.

There are currently four children on roll, two of whom, are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve the use of consistent ongoing assessments to identify and plan for children's next steps in learning to support them to make the best progress in the prime and specific areas of learning
- develop further the partnership with parents by improving the ongoing dialogue or sharing of two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward so that parents can more effectively share in their child's learning at home
- develop further the arrangements for partnership working and sharing information with other settings that children attend, in order to fully support and complement children's learning and development.

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

- enhance the educational opportunities for children to gain a greater understanding of the diverse world around them with regard to similarities and differences between families, communities and traditions, for example, by sharing and celebrating an increased range of practices and special events and by providing a range of resources reflecting diversity.

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

The childminder has a sound understanding of how young children learn and develop. For example, she joins in sensitively with children's play supporting them to achieve what they are trying to do but without over directing the activity. When very young children start to climb up the slope of the slide, the childminder is on hand with support as they use their emerging strength to pull themselves to the top of the slide. They then have a good look around them enjoying the view of the garden from a different angle. They also look very pleased with what they have achieved.

The childminder knows the children reasonably well. Initially she involves the parents in helping her to identify where the children are within their development. She then, together with her own observations, uses this information to form a general baseline for children's future progress and school readiness. All children have a learning journey in which the childminder uses photographs and observations of the children participating in the activities to generally demonstrate their learning. However, the childminder is not

optimally using the assessments to fully support children to make the best progress in the prime and specific areas of learning. This is because children's next steps in development are not consistently identified or incorporated into planning. This means that some learning experiences are not always accurately matched to children's individual needs or stage of development and, therefore, occasionally lack sufficient challenge.

The childminder provides a mostly varied range of resources that are accessible and open-ended. For example, when younger children enjoy banging the saucepans with the spoon, the childminder develops children's listening skills by adding the lid to the saucepan to make a different sound. Children are able to independently explore the environment selecting resources that interest them. When they choose a brightly coloured activity cube, the childminder suitably extends the activity by hiding a star shape inside it. She repeats the action and asks the children 'Where has it gone?' They pull out the star demonstrating their growing understanding of what is said to them. They then place the star in and out of the cube receiving praise and claps from the childminder for their efforts, while also building their confidence and self-esteem. However, children are not gaining a suitable understanding of the diverse world around them with regard to the similarities and differences between families, communities and traditions. For example, they are not sharing and celebrating in a range of special events or in using a range of resources, reflecting diversity.

The childminder builds generally good partnerships with the parents. She verbally exchanges a range of information with them about their children's day-to-day activities and occasionally invites them to view and comment on their children's learning journey. However, children's learning is not fully supported as parents are not consistently encouraged to share information about their children's development at home. Therefore, this information cannot be used to consolidate children's learning or to plan for their future progress.

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

Children are happy at the childminder's and bond well with her. This helps the children feel secure and settled in their relationship with the childminder and with their friends. For example, they snuggle up to the childminder when they have just woken up receiving a reassuring hug in return. The childminder forms trusting partnerships with parents and ensures that she knows all about the children from the start of the placement. For example, parents complete an 'All about me' form which includes details about the children's routines as well as their likes and dislikes. Children are learning about acceptable behaviour and to take responsibility for their own actions and feelings. Older children, for example, identify when they are in need of some space so that the childminder can support them by moving them to another room for a short time. Incorporating boundaries and routines into the children's daily lives helps in their preparation for school. The childminder talks to them about 'big school' and encourages their independence skills in preparation for the changes ahead. Younger children enjoy sensory play sessions at the children's centre where they are learning to socialise with others in preparation for their future learning and life skills.

Children are positively learning about a healthy and active lifestyle as they are encouraged by the childminder to eat healthily and enjoy physical exercise. For example, all children enjoy using the seesaw and trampoline in the garden. Children learn to be caring of others as they bounce on the trampoline with the very young children sitting in the middle enjoying the movements taking place. Children participate in walks in the local woods where the childminder develops their imaginations skills and understanding of the natural world. For example, older children listen to the story of 'We're going on a bear hunt' and pretend that marks on the logs are bear teeth marks. Younger children explore their senses as they like to scrunch the leaves in their hands. Children are learning about their own safety as they are soundly supported by the childminder to, for example, stop near the road when they are asked to. They also regularly take part in the fire evacuation procedures ensuring that they are aware of what to do in an emergency.

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

The childminder has a sound understanding of her responsibilities, with regard to the Statutory framework for the Early Years Foundation Stage. She prioritises children's safety and is aware of the procedures to follow should concerns arise about any of the children in her care. She ensures that anyone coming into contact with the children is suitable to do so and records their presence in her visitors book. When out and about she ensures that all the children wear high visibility jackets, so that she can recognise them easily and quickly. She also places a notice on the dashboard of her car alerting anyone that needs them, that the children's details are stored in the car, therefore, protecting the children in an emergency situation.

The childminder appropriately helps the children to make sound progress in their learning. Following the inspection, she also recognises that further monitoring of the assessment system is required, to consistently support and maximise children's development. She mostly works positively with the parents and is developing partnerships with other professionals to ensure that she is able to support the children and families if interventions are required. Although she has started to interact with other early years settings attended by the children, these partnerships are not yet well established. Therefore, the childminder is unable to complement children's learning at these settings and they are unable to make a strong contribution to the children's all round learning and development.

The childminder has started to monitor her day-to-day practice and completed the self-evaluation form before inspection. She has identified some areas for improvement and plans to use the form as an on-going tool to help her progress her childminder practice and enhance the experiences she offers the children. She is pro-active is seeking the views of other professionals, parents and the children about her practice and reacts positively to any comments made. Children demonstrate their enjoyment of what she provides by circling all the smiley faces on their questionnaire. Parents are also asked to share their thoughts and record positive comments, such as, 'We feel this setting is just what we want for our children.'

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 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	EY457700
Local authority	Central Bedfordshire
Inspection number	901184
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

