

Inspection date

Previous inspection date

10/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely motivated and engage readily in their learning. The childminder is highly skilled at using each situation to maximise the learning opportunities and as a result, children make rapid progress in their development.
- The childminder has an excellent knowledge of how children learn and provides a rich, varied and imaginative educational programme, with precise assessment and planning for each individual child. Therefore, children's progress is highly supported and prompted.
- Children feel exceptionally safe and secure in the childminder's care as she, together with her co-childminders, provides a very welcoming environment, where they have consistent boundaries and familiar routines. This helps the children build a confident and extremely positive attitude to life and their future learning.
- Partnerships with parents, external agencies and other providers are exceptionally well established. They make a very strong contribution to meeting the children's needs and promote an excellent continuity of children's care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous and this leads to exceptional practice that is worthy of dissemination to others.

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 kitchen, dining room, playroom 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 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with two other registered childminders and works from one of her co-childminder's houses. The co-childminder's husband and two children aged five and seven years live at the property. The whole of the ground floor, three bedrooms on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group 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.

The childminder minds with two other childminders and all of them have equal responsibility for the childminding practice. There are currently 22 children on roll, 15 of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except family holidays.

What the setting needs to do to improve further

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

- enhance further the already excellent monitoring of practice taking place by introducing peer on peer observations to more rigorously assess each other's professional development.

Inspection judgements

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

The childminder has a highly secure understanding of children's development and the Statutory framework for the Early Years Foundation Stage. This means that the children are exceptionally well supported and make rapid progress in all areas of learning. The childminder is highly skilled at supporting the learning opportunities from child-initiated play. For example, when children decide that they are going to the shops, the childminder encourages their literacy skills by suggesting that they write a shopping list. The children start to draw shapes on the paper so the childminder focuses their attention by asking what items they need from the shop. Once the list is ready, the childminder sensitively joins in with the imaginary game as she becomes the child. She is given the list to carry and mimics a child's voice by asking for some sweets. She is told by the children that she can only have sweets after dinner, demonstrating their knowledge of the rules in place.

The childminder tests the children's memory skills by asking which items are needed from the shop and introduces other resources as she provides a basket for the 'shopping'. Children demonstrate their thought processes as they explain that as the basket has holes in it the food might fall through. The childminder supports them in trying to secure the basket by suggesting that placing the folded list in the basket will block the holes. The children explain to the childminder that she will need to share her sweets with her brother, demonstrating their care and thought for others, and explain that they are going to walk home when the childminder asks if they can go in the car. The children are, therefore, acting out their own life experiences while developing their imagination and communication skills.

The childminder's excellent knowledge of each child means that she, together with her co-childminders, can sharply focus her planning of activities to extensively help the children acquire the skills they need to progress and for their school readiness. A very detailed settling-in process ensures that the childminder is fully aware of the children's interests and stage of development from the start. Parents are encouraged to fully participate in this process and this means that they are exceptionally well involved their child's learning. Each child has a learning journey in which the childminder records very detailed observations and assessments of the children's learning. This then enables her to superbly plan the next steps in children's progress and to expertly promote their individual development. For example, when children start to fill a trolley with bricks the childminder uses her excellent skills to further the children's mathematical thinking. Having noticed that they already have three bricks, the childminder extends the activity by asking how many would they would have if one more brick was added. When the children guess at three the childminder asks 'Are you sure?' and helps them to count to the correct number. She confirms that they have a 'bigger number' and when the children keep adding to the trolley they enhance their use of quantity by telling the childminder they have 'lots.' The childminder demonstrates her thought processes by saying 'Lots. I wonder how many that is.' This stimulates the children's further interest and they quickly count a total of seven bricks now in the trolley. The childminder enhances the children's confidence and self-esteem by saying 'Lovely counting, all the way up to seven.' As children show further interest in counting to a higher number, the childminder uses her fingers to help them count to eight consolidating their counting skills and further promoting their learning.

Exemplary partnerships with parents ensure that all parents are consistently engaged in their children's development and progress. They are continually consulted about their views on their children's learning and an excellent range of opportunities help them complement their children's learning at home as well as at the childminders. For example, they can provide resources relating to the themes and topics, such as encouraging their child to send a postcard from their destination to go on the holiday display board. They can also borrow a story sack to share with their child and their other siblings at home involving all in the activity and encouraging the children to play together in preparation for their move on to school. Parents also are invited to attend social gatherings taking place at the childminder's house. They support another parent in a new business venture by attending an evening planned by her and are invited to attend the end of year graduation ceremony where they receive their children's learning journey as a lasting memento of their time with the childminder.

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

The learning environment provided by the childminder and her co-childminders is extremely well organised and provides an exceptionally conducive learning environment for the children. This means that the children feel extremely confident and safe and are able to make independent choices about their play. For example, they freely move between inside and outside exploring the vibrant and stimulating range of resources and activities provided. All-in-one suits and sunhats provided by the childminder enables the children to actively enjoy the seasonal changes and to use the outside play area in all weathers. Children form exceptional bonds with the childminder and her co-childminders helping them feel settled and secure and very keen to learn. This is demonstrated as any of the childminder's can settle the children for a sleep and the children do not choose one childminder over the other, when looking for support or a playmate. Flexible settling-in processes help the parents and children feel completely settled and trusting in the placement from the start. All relevant information is discussed with the parents, meaning that the childminder is able to provide an excellent, well informed standard of care and learning for the children. To help new children settle more easily an interactive book containing the childminders' photographs and taped voices has been introduced. This is lent to the parent before the child starts to help them become familiar with the people they are going to see and spend time with.

The childminder and her co-childminders are extremely good role models for the children. They are respectful and caring to each other which encourages the children to act in a similar fashion. For example, the older children often help the younger ones getting in or out of the ride on toys and the younger children will often seek out the older ones for hug. Consistent routines and boundaries also enhance the children's understanding of the expectations in place. The children are sensitive to each other's needs. For example, when some children cannot play with certain resources, the other children sensitively choose a different activity so that they can all be involved. Group games and activities encourage the children to get along with each other and to learn about sharing and taking turns. This also enhances the children's preparations for starting school. They are exceptionally well supported in this by the childminder who, for example, takes them on the school run to familiarise them with the routine in place. They play with small world resources acting out imaginary scenarios about going to school and often get to meet their new teacher before they start. When children are hesitant about keeping their hair tidy, the childminder shares the style she used to wear to school. The children enjoy having the plaits in their hair so much that they return the next with the them still in, making them feel more confident about the changes ahead.

Children are developing an excellent understanding of the relevance of good hygiene practices. They wash their hands before eating, discussing the reasons for this and know to wear aprons when joining-in with cooking activities. They are encouraged not to sneeze near the ingredients and learn that they must keep their hands clean for cooking by not playing with the toys at the same time. They also take part in a wide range of cooking activities that enhance and develop their understanding of the world around them. For example, they make naan bread and spring rolls and are introduced to different tastes and smells through the regular 'fruit of the week.' Children greatly benefit from an excellent

mix of outdoor activities accompanied by a balance of learning and enjoyment inside the house. For example, children play outside with the sand and water and then come inside for song time. They jump about excitedly when the song mat is produced and enthusiastically knock their wooden claves together learning to bang them high, low, loudly and quietly. They are gently reminded that it is better to bang them together rather than on their leg, as this might hurt and carefully listen to the instructions when it is time for the claves to go back in the box. They enhance their physical skills as they do the actions to nursery rhymes and cheer when they get the opportunity to shake a piece of silk fabric like a parachute. Children are learning about risk as they challenge themselves on the climbing frame and monkey bars while the younger children look on, learning how to use the equipment safely. Children learn how to carry chairs correctly and that wearing their high heeled dressing up shoes may not be a good idea on the wooden floor in case they slip and hurt themselves.

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

The childminder and co-childminders demonstrate an infectious enthusiasm for their work and are highly motivated to make changes to improve their already exemplary practice. They work with other professionals in sharing and exchanging ideas and excellent work practices and fully involve the parents and children in the monitoring process. Older children express their views by taking photographs of the areas or resources they like and share their ideas about those they dislike, enabling the childminder to promptly act on areas for improvement. Parents are continuously consulted about their views and write overwhelmingly positive comments in questionnaires and when asked their views during the inspection. The childminder values the benefits of continuing her professional development and regularly attends training to further enhance her first class skills. However, there is scope to more sharply focus on her own skills through the introduction of peer-on-peer observations to constantly improve her already excellent understanding and practice.

Children enjoy an exemplary quality of care and education where their safety is given the highest priority. The childminder and her co-childminders have an extensive understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and ensure that they have all the up-to-date information to deal with any concerns should they arise. Wherever the children are the childminder is continually assessing the risks and taking steps to minimise the hazards to children's safety. For example, each child's photograph is placed on the fire register, which also contains all the relevant contact numbers for the parents in case needed in an emergency. The childminder also carries a key-ring containing the children's details when out and about and a card informing anyone that finds them that she is a childminder further protecting the children's welfare.

The childminder and her co-childminders have an excellent overview of the curriculum. They thoroughly monitor the educational programme they provide ensuring that children gain a broad range of experiences that help them make excellent progress in their learning and development. Highly effective partnerships with the parents, external agencies and

other providers ensure that children's needs are quickly identified and exceptionally well met. The professional commitment and dedication demonstrated by the childminder and her co-childminders enables them to offer an excellent standard of care and education to the children. They work seamlessly as a team helping the children thrive and make rapid progress in an exceptionally well-equipped environment that superbly recognises children's uniqueness and individuality.

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	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	EY455181
Local authority	Central Bedfordshire
Inspection number	922135
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	16
Number of children on roll	22
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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