

Inspection date

Previous inspection date

22/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is knowledgeable about children's development and supports their good progress in the prime areas of learning.
- Children enjoy activities that follow their individual interests, such as finding numbers as they walk around their local community.
- Children manage their own needs well and are independent in expressing their wishes. This is because the childminder has high expectations for what they can do.
- Self-evaluation involves parents and children. This means that the childminder is able to effectively reflect upon the quality of care she provides for children.

It is not yet outstanding because

- Children do not always have free access to a very wide range of imaginative activities, to extend their own thinking.
- There is scope to develop children's awareness of diversity through everyday activities.

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 children's learning activities in the dining room and living room.
- The inspector had discussions with childminder and children to seek their views.
- The inspector discussed children's learning during an activity with the childminder.
- The inspector observed children's development records and safeguarding procedures.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their child aged one year, in a house in Ampthill, Bedfordshire. The whole of the ground floor and an upstairs bedroom of the childminder's home are used for childminding. There are currently eight children on roll, three of whom are in the early years age range. There is an enclosed garden available for outdoor play. The childminder operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a qualified teacher.

What the setting needs to do to improve further

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

- extend opportunities for children to experience a rich and varied range of activities, to further support their imaginative learning
- utilise available opportunities for extending children's awareness of differing ethnicities and cultures, for example through cooking activities.

Inspection judgements

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

The childminder's good knowledge of how children develop means she provides activities that engage and interest children. Through careful observation and assessment, the childminder supports children to make good progress in their prime areas of learning. She plans children's next steps in learning by following what interests them and by extending upon what they already know. When walking in their local community the childminder encourages children to look for numbers on doors and car number plates, to further their interest. This builds upon her observations that children can name numerals and are keen to count groups of dots on dominoes. The childminder shares children's learning journals with parents on a regular basis. Parents comment upon the progress children make and share their own observations of what children can do. As a result of the two-way flow of information, children experience consistency in their learning as they move between home and the childminder's care. When children attend other settings, the childminder is proactive in establishing relationships with their key person. This enables her to find out about children's learning as well as sharing her own observations. This means that children's learning is fully complemented.

Children are articulate and express themselves well. The childminder recognises that children copy things that she says. She builds upon this by introducing new words to extend upon children's vocabulary. When children speak, the childminder listens to what they say and asks them questions to help them to think further. Children positively model language and communication for each other as the childminder encourages older children to explain to younger children how toys work. Children express themselves very clearly as they ask the childminder for things they want to play with and what they would like to eat. The opportunities that the childminder provides for children to make choices means that they have some control over their own learning. However, at times activities to extend children's independent thinking and imagination are not always readily available.

The childminder provides plenty of activities and resources that help children to develop the small muscles in their hands. For example, children use scissors to cut through play dough and large paintbrushes in the garden to make marks on the floor with water. Children gain strength in their fingers as they thread dried pasta onto string, to make necklaces. In the garden, children play in ways that help them to be active and use their larger muscles. They enjoy activities outside of the home where they balance along blocks and climb to the top of slides. They increase in confidence as they climb by themselves and test out what they can do. Children's positive attitudes towards their learning and desire to challenge themselves prepares them well for their future learning and eventual schooling.

Children learn about differing ethnicities as the childminder provides a range of books, which reflect differing cultures. The childminder plans future activities to acknowledge important festivals. There is scope to further develop children's awareness of diversity, through everyday activities, such as cooking. Children learn how to get along with others as they attend toddler groups and play areas where they meet new people.

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

The childminder gains lots of information from parents about children's home routines and what they like and dislike. This helps the childminder to provide care that is familiar for children. They settle into the childminder's care, she continues to discuss their sleeping and eating patterns. This means that she encourages children to sleep when they are tired and they ask for their snack when they feel hungry. The flexible routines mean that children recognise and respond to their own needs. The childminder discusses with parents the areas of development where she focuses her attention. For example, the childminder explains that she is supporting children to share and take turns. This means they sometimes need to wait for their turn. Parents are supportive of this and follow the same strategies at home. Therefore, children know what is expected of them, promoting their good behaviour. When older children play with younger children, the childminder encourages them to be alert to possible risks. For example, she asks children to look out for young children's fingers as they close the door of a shape sorter. Children wait patiently for them to move their hands before they close the door. Therefore, children start to be able to assess risks for others and learn about how to keep each other safe.

The childminder has high expectations for what children can do for themselves. She encourages them to try things before intervening with help if needed. This helps children to be independent and capable, as they use the toilet independently and wash and dry their hands before they eat. Children's free access to the garden and regular walks to and from school to collect older children means they learn about healthy lifestyles. Children climb onto chairs at snack time and tell the childminder what they would like to eat when she asks them to choose. Children have a good attitude towards healthy eating and are keen to try new foods. The childminder encourages children's awareness of where foods come from by planting foods to eat, such as strawberries and cress. Children love this activity and so the childminder repeats it with children giving directions to others, who did not take part first time around. This very good teaching means that children gain high self-esteem and are proud of what they can do. The positive encouragement the childminder gives children means that they are keen to involve her in their play. They ask her to join them and demonstrate warmth and a sense of security in her care.

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

The childminder uses policies and procedures to underpin her work. She is aware of the signs and symptoms that might cause her concern about children's welfare and gives clear explanations about the action she would take. Regular and thorough risk assessments support the childminder's awareness of potential hazards inside and out of the home. She takes active measures to reduce these for children. For example, areas that pose a risk to children, such as the kitchen and stairs, are made unavailable for children by having safety gates in place. She knows how to manage accidents through attending regular first aid training. As a result, children feel and are safe in the childminder's care.

The childminder is highly qualified and has a commitment to ongoing professional development. She seeks out training, to further her knowledge and skills for the benefit of children. The close working relationship the childminder has with local authority development workers enable her to reflect upon the care she provides. Self-evaluation takes into account the views of parents and children. She accurately identifies areas of strength and weakness. The childminder devises a 'wish list' along with children to identify further resources she would like to buy. Children share their ideas by telling the childminder about the things they enjoy. She buys toys that children have enjoyed in their previous setting as she recognises these are important for them. Action plans are in place to tackle weaker areas effectively. Therefore, the childminder demonstrates a strong capacity to maintain continual improvement in the quality of care she provides for children.

The childminder accurately tracks children's progress and monitors the outcome of activities she plans. Children's development files show their good progress from their individual starting points and children enjoy talking about their achievements. The childminder completes the progress check at age two in consultation with parents. These reflect what children can do and suggest where they exceed expectations. When the childminder identifies that children are working above their expected range of

development, she discusses this with parents. She knows that she needs to offer these children sufficient challenge in order to keep them motivated and excited to learn.

The childminder's secure partnerships with all those who have involvement in children's care and learning means they make good progress. Parents share their views about how well children settle and the high quality of care the childminder gives. They are therefore, confident in her ability to meet the needs of children and are happy with the care they receive.

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	EY458204
Local authority	Central Bedfordshire
Inspection number	903665
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
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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