

Inspection date

Previous inspection date

11/09/2013

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

- Children develop good communication skills, and confidence with letters and sounds, because the childminder provides opportunities, within all activities, that promote this development.
- Children experiment with media and develop inventive games together because the childminder provides a broad range of equipment and materials. As a result, they explore ideas, solve problems and extend their imagination.
- Children show good levels of security in the home. They make independent choices about where to play and move freely between the rooms. Consequently, children develop good self-esteem and attitudes towards learning.
- Although only recently registered, the childminder is very reflective about her work and evaluates all aspects of her care to ensure her practice is of high quality.

It is not yet outstanding because

- There is scope to involve parents further in the planned learning for children, by offering ideas associated with current next steps, so that they can extend children's learning at home.
- Children's understanding of safety is not maximised through routines that help them to judge risks for themselves inside and outside the home.

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, talked with the childminder and children, and viewed all areas of the premises.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and provided in person.
- The inspector reviewed the providers self-evaluation form as provided via email to the inspector.

Inspector
Lynne Talbot

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 child, aged four years, in a flat in Bedford.

The whole of the flat is used for childminding and there is an enclosed shared garden area available for outside play. The childminder also uses local park facilities each day. The family has a hamster as a pet. The childminder attends activity and educational groups with minded children on a weekly basis.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, including bank 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 involvement of parents further in the learning and development of children by offering ideas for related activities to guide children's development at home
- enhance children's understanding of personal safety by providing opportunities for them to be involved in judging and identifying risks for themselves.

Inspection judgements

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

Children are enthusiastic and motivated to learn because the childminder is very responsive to their self-initiated play and activities. For example, children develop many role-play games together and include the childminder in that play. They begin to play with a cash register and quickly decide that they have a restaurant with the childminder as the customer. Children build an elaborate game where they choose ingredients, plan menus, and decide what time their restaurant opens and closes. The childminder skilfully spends time observing the play and intervenes only to ask gentle questions or to complete play with younger children, who are included in their game. This enables children to lead their

own play and learning, and to work cooperatively together. Children extend their vocabulary throughout all play activities because the childminder listens to them and gives them time to solve problems. For instance, a planned game with dough, with older and younger children, develops into making cakes and cutting straws into shorter pieces for candles. Children tell the childminder that they need to cut the straws with their knife but find that this does not work. They then consider breaking the straws but, when finding that does not work, decide that they need scissors. The childminder carefully provides gentle support as they try each strategy and offers praise consistently. She uses such activities to support sharing and turn-taking, and children are seen to help each other complete the task. This praise and reinforcement fosters children's self-esteem and eagerness to learn.

The childminder introduces children to their local community because they make daily excursions and attend several educational groups each week. They learn about the wider diversities of society by celebrating popular festivals and exploring resources in the home. Children listen to various types of music and watch videos of different dances, from different cultures, to learn about music from many cultures. They test their ideas when they use a broad range of materials for art and drawing. Children use tape from tape dispensers to stick items to paper and create pictures from felt shapes. They are very confident with letters and sounds. For example, children write their own names and can 'sound' the names of others, identifying the letters needed for three syllable names. The childminder builds on this interest by gently suggesting other words for children to identify the letters. This fosters their continued sense of achievement.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage and has established it thorough observation and assessment systems. She monitors children's progress carefully and completes a summary of learning and development every six months that is shared with parents. Each child has personal planning for every days attendance; this is evaluated and next steps in learning are identified to inform the following days activities. In addition, the childminder assesses children's level of involvement and well-being during each session; this helps her to build a clear picture of how children learn most effectively. Parents are involved within the observation and assessment processes. They help to form the starting points for children and contribute towards the planned learning. For example, they complete sheets entitled 'What have I been doing?' for children at home and review the development files regularly. The childminder offers provision to parents to take home resources where children show a particular interest in it. For example, to support a child's interest in transporting items, a shopping trolley was sent home with them. The childminder receives information that helps to build her planning and a diary informs parents of activities that children enjoy. However, there is scope to provide further information to guide learning at home to maximise the progress made by children. As a result of the observation and assessment, and the very effective planning, children make very good progress. The childminder is prepared to complete a progress check at age two when required. She provides an environment within which children have opportunities to explore, learn actively, and think critically. This lays the foundations for children's future learning and transitions to, or within, other settings.

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

Children feel secure with the childminder and show a close affectionate relationship with her and the other children attending. She provides an in-depth settling-in procedure and is informed about younger children's daily routines and individual needs. This helps children to become confident and, as a result, form strong attachments with her. The childminder uses all information provided to her, such as a summary of development from other settings attended, to help her to plan individual programmes of care and learning. This means that the process of moving between carers, or placements, is managed successfully and children thrive. The childminder provides the support needed to help children to become independent and meet their own needs. They complete their own personal care needs unaided and independently wash their hands before eating. Children initiate their own play and move freely between all areas of the well-equipped premises and accessible activities. As a result of these steps, children are very well-prepared for school or a move to another setting.

Children behave well and receive consistent and positive behaviour management that helps them to develop good self-esteem. They enjoy viewing photographs of themselves in an album and often take this home to share. They create project works together, such as when using stickers. Children carry out games together and can cooperate well abiding by the rules of taking turns, yet aiming to be the 'winner'. Children are well-nourished. The childminder provides a clear menu for parents, that shows it meets children's individual dietary needs. She makes sure that specific dietary needs are always accommodated and seeks training, independently, to further inform herself of how some conditions are affected by the foods eaten, such as eczema. This means that children's individual needs are respected. Children enjoy physical play each day in many local parks and community facilities. They feed the ducks and geese, gather pebbles, pine cones and conkers that they use for sorting, and watch the different types of boats on the river. This helps to support good health through exercise, and extend children's interest in the world around them.

Children are kept safe on the premises because the childminder completes daily assessments of risk. She also completes comprehensive records of risk assessments to continue to minimise hazards for children. Children practise road safety each day and take part in the planned emergency evacuation. The childminder implements thorough procedures to protect children when away from the home. For example, she carries cards for all children on excursions identifying them as 'minded children' in case of accident. Children begin to develop awareness of their own safety through regular discussions and topic works related to the emergency services. However, they have fewer practical play activities that support them to make independent judgements with regard to personal risk or risks in the home itself. Consequently, children do not fully explore practical methods that help them to understand risk and are dependent on the childminder to minimise risk in the home. As a result, their own understanding of safety and how to manage risks safely is not maximised.

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

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Statutory framework for the Early Years Foundation Stage, are in place. The childminder shares a large range of policies with parents to underpin the professional relationship. Parents are involved in the day-to-day care of their children and value the methods of communication open to them. They comment, in questionnaires, that they are happy with the format for communication and happy with the activities. Furthermore, they record that the behaviour management is consistent with their approach at home. Parents views are sought frequently and they complete questionnaires to help to inform the drive for improvement. Although only recently registered, the childminder completes extremely detailed reflective practice to help her to develop the care provided. Each child's daily plan is fully evaluated, on completion, to assess if the objective has been met and to identify further planning. The childminder takes part in improvement audits and maintains detailed action plans for herself. She updates her knowledge by seeking and completing training. Consequently, the childminder is able to demonstrate a drive for improvement and continued good provision.

The childminder has a robust understanding of safeguarding and she ensures that children's welfare is assured. A comprehensive and clearly written procedure for safeguarding is shared with parents. This identifies the importance that the childminder places on her role. She implements thorough procedures that protect children when they are away from the home and she supervises children vigilantly at all times, both inside the home and when outside or during outings. The use of mobile telephones and cameras is not permitted in the setting. The childminder implements thorough procedures that protect children during excursions and uses detailed risk assessments. As a result, children are safe both in, and outside of, the home.

The childminder is not currently caring for any children with special educational needs and/or disabilities. However, she is fully aware of the importance of working with other professionals where necessary. The childminder understands how to work with other key persons, when children attend other settings, to ensure a consistency of approach in learning and development. She demonstrates a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The childminder monitors her own observation and assessment methods and demonstrates a good knowledge of the characteristics of learning. As a result, children make good progress. These links ensure that consistency of learning is promoted. Children in this setting have a positive experience that forms a good base for continued well-being, learning and development.

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	EY458279
Local authority	Bedford Borough
Inspection number	907005
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	2
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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