

Inspection date

25/09/2013

Previous inspection date

09/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Assessment of children's developmental progress is accurate and precise. The childminder uses the details effectively to plan further worthwhile activities and, therefore, children are making good progress towards the early learning goals.
- The childminder continually seeks out new ideas and activities to build on children's interests and extend their learning experiences. This keeps children motivated and eager to learn.
- Children are well-prepared for school and the sharing of progress records with the next setting supports a seamless move to the next stage of learning.
- Parents are included fully, communication with them is exceptionally good. This contributes to children settling well and effectively supports learning at home.
- Reflection is used effectively to identify aspects of the provision that could be improved. The resulting action plans identify and prioritize improvements that have the biggest impact on children's ongoing learning.

It is not yet outstanding because

- There is scope to further extend children's opportunities to develop a better understanding of the importance of respecting the feelings and wishes of 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 playroom and sitting room and conducted a joint observation with the provider.
- The inspector, childminder and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents through short discussions.

Inspector

Alison Reeves

Full Report

Information about the setting

The childminder was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one grown up son, in a village close to Sandy, Bedfordshire. The whole of the ground floor is used for childminding purposes. There is an enclosed garden for outdoor play.

The childminder attends toddler groups 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 11 children on roll, six 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 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded education for three- and four-year-old children. She is a member of 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 children's opportunities to explore their feelings and develop a deeper understanding and respect for the wishes and feelings of others.

Inspection judgements

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

Children enjoy an exciting and interesting range of activities that support them in learning through play. The childminder is skilled in making the most of many of the learning opportunities to extend children's thinking and problem solving skills. Children are good communicators; they share their ideas and opinions confidently. This means they work well together, are good negotiators and show persistence in trying to reach their goals. Children delight in using construction materials, which enable them to be creative, imaginative and to develop their mathematical knowledge. What begins as house building with plastic bricks ends up as a challenge to build the tallest tower. Children move the wobbly chimney from the house to a more secure base on the floor. They carefully search for the correct size bricks so they can keep building. Children work hard and support one another, holding the structure as they add more bricks. This shows their understanding of the difficulties of their task. Children use mathematical language to describe the tower and

compare its height with their own.

Children love to build their own small and large structures that they use for imaginative play. During these activities, children demonstrate their knowledge of their local community as they decide they need a roundabout for their cars 'to be just like the one in the village.' Children recollect some of their trips. A poster about birds prompts a discussion about what each child can see displayed and what they have seen in their gardens and the park. When playing with the homemade dough they quickly decide to turn it into a cooking role-play. This has them reminiscing about birthdays and favourite cakes. The childminder is quick to ask questions to develop thinking, always giving children plenty of time to form their thoughts. As a result, children are supported very effectively in being active learners and the childminder demonstrates her high expectations and belief that the children can succeed.

Partnerships with parents are highly effective. The childminder gathers information about children's development so she has a baseline from which to build and plan worthwhile activities. The successful ongoing engagement of all parents means they are interested in being part of their learning experiences and contribute significantly to their child's progress. They regularly look at the learning journey books, adding home learning information and positive comments on the childminder's assessments of their children. The childminder provides additional home learning ideas including story sacks that promote children's literacy. The childminder tracks children's progress very effectively. As a result, all children are making good progress from their individual starting points towards the early learning goals and this prepares them for the next stage in their learning.

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

Children are settled and happy. They have close friendships and enjoy each other's company when playing. As a result, children are developing good social skills and their physical and emotional well-being is effectively promoted. Children are generally, very well behaved; they are well mannered and kind. However, there is scope to develop further, children's understanding about the needs and feelings of others in a variety of situations. Children share resources and take turns, the childminder is careful to make sure dominant children do not always lead play. Consequently, children are developing a sense of their own worth and can at times put their views ahead of older and more confident children. The childminder promotes children's independence well. She ensures they have time to put on their coats and shoes before going out. She makes sure they know how to use the bathroom independently and to wash their hands thoroughly at appropriate times throughout the day. As a result, children have a very good understanding of the importance of hygiene on their own health.

Children lead an active life. They regularly walk in the village and use the nearby park for energetic activities. These help to develop coordination and body strength as children use the large equipment. The childminder uses her garden vegetable patch to help children to understand healthy eating. They have grown a variety of fruits and vegetables successfully. Snacks are always healthy and nutritionally well balanced. All children drink

water, the older ones explain why this is important for their health, which demonstrates their secure understanding.

The childminder works closely with parents to ensure she can help children feel at home. She adopts routines that meet individual children's needs and is flexible, accommodating variations and changes as required. The move to pre-school and school settings is exceptionally well supported. Children visit with the childminder. They have photos so they can see the setting and staff at any time. This enables them to share their experiences and talk about any worries and the things they are looking forward to or enjoy. Consequently, children are well prepared and excited by the new experiences on offer; they are confident and ready to join the larger group.

Children choose what they want to do. They plan with the childminder and use the homemade photo catalogue so they can see all the toys and decide on what they need. The children move freely around the areas of the home used for childminding. This shows they feel confident and secure. Children are aware of risk. They learn about using tools safely through play and every day activities. At mealtimes, the childminder provides appropriate size cutlery and in play, the children use scissors with care. Children explain why they need to be careful, to protect themselves and others. When out walking, the children stay close to the childminder and are alert to the potential danger of traffic. They cross roads carefully and follow the childminder's very good modelling of safe behaviour.

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

The childminder meets all of the legal requirements of the Statutory framework for the Early Years Foundation Stage and regularly monitors the educational programme. Children are safeguarded because the childminder is clear about her responsibility to provide a safe environment and safe practices, which protect children. She understands and implements her safeguarding policy robustly and takes steps to ensure children's safety. All adults in the home have undergone relevant checks to ensure their suitability to be around young children. Visitor identity is checked and details are logged. This means that in the event of any concerns the childminder is clear about who was present and has the contact details for all additional adults.

The childminder has established highly successful partnerships with parents that ensure children's needs are met. These relationships mean effective communication is maintained and vital information is always shared. The childminder has equally successful partnerships with other professionals. She works close with other settings that children attend. This provides continuity of care and education experience and contributes significantly to children's ongoing progress towards the early learning goals.

The childminder frequently reflects on her practice, she uses her evaluation of activities, daily events and training to set herself challenging targets. As a result, she continually improves the provision for children. She actively seeks the views of parents and children

and uses this information when planning for the future. The childminder regularly attends training, network meetings and conferences to ensure she is up-to-date with current practice. The new 'all about me' boxes are a great way for children to bring the familiar to an unfamiliar situation and help the childminder to learn more about what is important to each child.

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	219727
Local authority	Central Bedfordshire
Inspection number	936962
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	09/03/2009
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

