

Inspection date	06/11/2013
Previous inspection date	28/04/2009

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

- The childminder skilfully engages children in a wide range of activities so that they make good progress in all areas of learning and development.
- The childminder effectively monitors and evaluates the children's progress so that she can identify any areas in their development that need to be targeted to help them gain new skills.
- The childminder ensures that children are always kept safe in her care and demonstrates a very good understanding of her role and responsibilities.
- The childminder works in very good partnership with parents so that they can work together to meet all the children's needs in an effective and consistent way.

It is not yet outstanding because

- There is scope to further improve the very good communication channels with other settings that the children attend, in order that all information relating to learning and development is even more effectively conveyed.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector looked at children's records and other relevant documentation.
- The inspector took into account the comments written by parents about the childminder.
- The inspector checked records of training updates and read the childminder's self-evaluation form.

Inspector

Katrina Rodden

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with her husband and two children aged 12 and seven years in Houghton Regis, Bedfordshire. The home is within walking distance of local amenities, including primary schools, shops, the park and the library. Care is mainly provided on the ground floor, with the bathroom on the first floor. There is access to the fully enclosed garden for outdoor play.

The childminder operates five days a week from 6.30am to 7pm, for 49 weeks of the year. There are currently 13 children on roll, six of whom are in the early years age range and attend on a part-time basis. The childminder 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:

- strengthen relationships with schools and nurseries to ensure there is an even clearer communication route for parents and class teachers to use to convey information concerning the children's learning and development.

Inspection judgements

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

The childminder provides a wide range of stimulating and exciting activities and play materials for all the children to use. This allows children to make very good progress in all areas of their learning and development. The childminder demonstrates her good understanding of how children learn by teaching and guiding the children to acquire new skills. For example, children's vocabulary is extended when the childminder tells stories. The children learn to sit and listen and enthusiastically join in their favourite stories. Through her good knowledge and understanding of child development, the childminder skilfully engages the children so that she can move them to the next stage in their learning. For example, while playing with farm animals, the childminder encourages children to sort and count the animals. They investigate texture and size and discuss food eaten by rabbits and ponies. By using open-ended questions, the childminder gives children the opportunity to predict outcomes to problems and actions. This encourages children to think critically and to rapidly become independent learners. The childminder takes the children on regular trips to the park and local zoo. The children can see the animals, and talk about their characteristics and environment with the childminder. The children's interest is stimulated, which the childminder can later use to increase their knowledge and understanding through books, art and craft activities and role play.

Younger children also learn how to interact with others in a new and exciting environment. During trips to the park, the childminder encourages the children to run, climb and balance to develop their physical abilities and spatial awareness. The childminder has established an effective system for recording the children's progress over all areas of learning, and routinely uses the results from her observations to plan new activities that can be targeted to close gaps in specific areas of learning and development. This ensures that children make very good progress as active and enthusiastic learners.

By praising and encouraging the children, the childminder provides a secure environment that fosters confidence. This enables children to quickly acquire new skills and knowledge to help prepare them for the transition to school or nursery. The childminder takes children to the local 'stay and play' sessions so that the children have the opportunity to learn to share toys and adult attention and take turns with their peers. This helps them to experience situations that they will later encounter at nursery or school. The childminder has established a very good relationship with the local primary school, and children often accompany her to collect or drop off other children in her care. Consequently, they are familiar with the new setting prior to admission. The childminder works with parents to ensure children are very well prepared and supported when settling into a new setting.

Through accurately monitoring and recording the children's learning and development, the childminder can share information and concerns with parents on a regular basis. If a gap in progress is identified, the childminder works with parents and outside agencies to provide appropriate support and intervention. When children first attend the setting, parents are encouraged to share their knowledge of their child to establish developmental starting points so that the childminder can plan suitable activities. The childminder feeds back to parents their children's progress in learning and development on at least a termly basis. This ensures that any possible concerns relating to development are addressed quickly so that the children make the best possible progress.

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

The childminder is very attentive to the children's emotional and physical needs, which helps them feel safe and secure in her care. Although some children only attend the provision occasionally, they respond well to the childminder, confidently playing and sharing stories and activities with her. The childminder is receptive to the children's needs and ensures that babies and very young children have a safe, quiet cot in which to rest.

Older children understand that within the setting everyone is treated as an equal and that no-one is more important than anyone else. They understand that some children may need a little more help and support than others and that everyone should care for and respect each other. Through this, children build friendships and can confidently play and learn in a supportive environment. This helps children to quickly settle at school or nursery when the time arises.

Children are taught how to keep themselves safe and who they should talk to if they are worried or upset. Younger children know to hold the pushchair when walking down the road, and all the children know the importance of sitting and being secured in appropriate

seats when travelling by car.

The childminder maintains clear communication channels with parents so that any concerns can quickly be addressed. For example, daily diaries contain information about what the children have done each day and what they have eaten. Parents can write messages and give relevant information regarding their child's care and development. In addition, parents spend a few minutes each day talking to the childminder about significant events and developmental progress. Some children attend nursery or school and there is still scope to improve the current level of communication with these settings so that information relating to learning and development is shared with all parties. Through this, any areas of learning requiring additional support can be quickly identified.

Children are encouraged to eat nutritious and healthy meals and snacks within the setting, and quickly adopt a healthy lifestyle. Weekly menus are displayed so that parents and children know what will be given each day. Children are encouraged to put a sticker in their daily diary each time they eat fruit or vegetables, enabling their parents to quickly see the quantities eaten. The childminder takes the children on regular walks and outings, and has a wide variety of toys and play equipment in her secure garden. This enables the children to run, bounce and climb in a safe and supervised environment.

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

The childminder has a very good understanding of her role in keeping children safe, and is clear who to report any concerns to in order to promote safeguarding. She explains the importance of keeping safe to the children in an age-appropriate way, often relating issues to traditional fairytales. Since her last inspection, the childminder has significantly improved her methods of assessing and recording risks either within her home or on regular trips and outings. By regularly reviewing risk, the childminder effectively keeps all the children safe from preventable harm. She accurately records the times that the children attend and ensures that she keeps well within the statutory requirements for child ratios at all times. By using an effective 'booking' system, the childminder can accurately plan appropriate activities and outings that are developmentally appropriate for the children in her care at any given time. This not only contributes to a positive learning environment, but also helps to manage risk.

The childminder regularly attends relevant training courses that enable her to maintain a very high level of continual professional development. She has effectively used self-evaluation to identify areas of her work to focus on through a combination of distance and group courses. Through studying child development, the childminder has gained knowledge and ideas to constantly give children in her care a wide range of opportunities to challenge and motivate them to learn. She has established an effective monitoring and tracking process that highlights areas that require a more focused approach to support children. The childminder is motivated herself and aims to give all children a positive, enjoyable and stimulating experience under her care. Through this, children consistently make good progress.

The childminder has begun to effectively reflect on her practice through self-evaluation. She has sought feedback from parents to help her determine the effectiveness and quality of the care and education she provides. Parents have indicated that their children settle quickly and progress well in her care. Parents value the chance to share their thoughts and ideas to help the childminder get to know their children. The childminder has a generally good relationship with other settings and professionals, and is happy to seek their knowledge and advice in order to support the children's learning and development.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY306504
Local authority	Central Bedfordshire
Inspection number	873068
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	28/04/2009
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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