

Inspection date	14/11/2013
Previous inspection date	09/05/2011

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 teaches children well. She understands how children develop language and engages them in meaningful conversation throughout the day. This helps children to become articulate and confident in talking.
- There are exciting and enticing activities for children which support their personal, social and emotional development very well.
- The childminders caring, nurturing approach means that children display very high level of self-esteem and are very confident and happy in her care.
- The childminder has a very good understanding about how to keep children safe in her care and reviews the areas where children play to minimise risks.

It is not yet outstanding because

- There is scope to extend children's keen interest in technology further by offering greater opportunities for them to explore this within the home.
- The childminder has not recently attended further training to develop and refresh her good knowledge and skills for the benefit of children.

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 living room and garden.
- The inspector had discussions with the childminder and children.
- The inspector discussed a children's spontaneous activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in September 1992. She lives with her husband in Leighton Buzzard, Bedfordshire. The whole of the ground floor of the home is used for childminding. There is an enclosed garden for outside play. The family has a pet tortoise.

The childminder provides care Monday to Thursday during term time and school holidays. She operates between 8am and 6pm except for family holidays and Bank holidays. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently six children attending part time, five of whom are within the early years age range. Older children attend after school. The childminder is able to take and collect children from local schools and pre-schools and attends a local singing group with children.

The childminder has a relevant level 3 qualification.

What the setting needs to do to improve further

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

- develop children's interest in technology further by providing greater opportunities for them to acquire basic skills in operating equipment
- undertake further training opportunities to build upon and refresh already good existing knowledge and skills.

Inspection judgements

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

Children play with a wide variety of toys and equipment which stimulates and interests them. For example, they play with a large fibreglass cow which they dress up and pretend to milk. They use their imagination to fill baby's bottles with the pretend milk which they feed to their dolls. Children play with the dolls, dressing them, feeding and putting them into car seats and cots. This imaginative play helps young children to develop an understanding about the feelings of others and promotes their emotional development as they handle the dolls carefully. The childminder talks to children about their play while allowing them freedom to explore their ideas to conclusion before moving on to the next activity. Children are confident and capable communicators who are keen to engage adults in talk and use pointing to emphasise their ideas. They talk in streams of babble with clear words developing, such as 'monkey'. This is because the childminder has high

expectations for what children can understand and talks with them in a mature manner, using sentences and clear directions. She asks children to make choices throughout the day, such as whether they would like to help in the garden or have snack. Consequently, children display very good communication and language skills and express themselves clearly. This equips them very well for their future learning and eventual readiness for school. Children play with some toys which play music when they press buttons. However, the childminder does not have an extensive range of toys and equipment to fully extend upon children's developing curiosity in technology.

The childminder knows the unique benefits the home environment provides for children. As a result, she engages children in household tasks very effectively to support their learning. Together the children and the childminder hang washing on the line. She teaches children about the colours of pegs and they count each as they use them. This introduces children to early mathematics. Holding the pegs is the children's job and they relish this responsibility holding the peg bag tightly. The childminder encourages children to handle small toys and equipment to develop the small muscles in their hands. This helps them to gain strength which supports their early writing. Children enjoy making marks through painting and drawing. The childminder takes children on trips outside of the home where they develop their larger muscles. They play in woodland where they climb, run and enjoy the safety and freedom of moving in the natural environment.

The childminder conducts thorough observations of children and shares these on a daily basis with parents. She compiles files of children's photographs and samples of their work. This charts their progress, such as rolling over and their first attempts at walking. The childminder has a good understanding about children's development and uses this, along with available documentation to monitor children and plan for their next steps in learning. This ensures that children make good progress from their starting points. The childminder gathers comprehensive information from parents and uses this with good effect to follow what interests children and to build upon what they already know. As the childminder exchanges information in great detail, parents are able to fully continue to support children's learning at home. The childminder forms equally productive relationships with the local pre-school where children attend. This means that she is able to complement children's learning effectively.

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

The childminder provides a calm and nurturing environment where children thrive. They share close, affectionate relationships with the childminder and seek her out for comfort and contact. The children snuggle in and the childminder embraces them warmly. This increases children's sense of security and self-esteem resulting in them feeling happy and content in her care. The childminder and parents work closely together to ensure that children experience consistency in their care. Children follow their own routines which meet their individual needs. The childminder adapts these in consultation with parents, such as reducing or cutting out their sleep time when they do not sleep well at night.

Children learn about how to behave well because the childminder provides them with clear

and consistent boundaries. Parents express that the childminder follows their own beliefs and upholds their values which mean children know what adults expect of them. The ample choices the childminder gives children help them to gain independence and control over their daily routine. Children begin to learn about safety from a young age as the childminder explains to them what is and is not safe. When children start to bounce on the sofa, she explains that they might fall off and diverts their attention successfully.

Children enjoy fresh air and exercise on a daily basis as they walk to parks and within their local community or play in the garden. Children eat a healthy lunch their parents provide for them and the childminder sits with them to show that meal times are a sociable occasions. The childminder maintains a clean and hygienic environment for children, reducing the risk of the spread of infection and helping to keep children healthy.

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

The childminder has extensive knowledge about the causes of accidents through her training as a volunteer first aider. She uses this knowledge with good effect to minimise risks to children within her home and when on outings. The childminder has effective policies and procedures in place which she shares with parents. These underpin her practice and enable her to have clear directions for safeguarding children. The childminder is fully aware of her responsibilities for reporting any concerns she might have about children's welfare. She keeps contact numbers of relevant agencies close at hand and provides parents with information about how they can share any concerns. She has thought about how she can use technology safely and takes measures to maintain children's safety, such as by deleting photographs after use.

The childminder provides a broad range of activities which she plans following children's interests and stage of development. She works closely with parents and discusses in advance the progress check at age two for relevant children. They decide when and how she will complete this, drawing upon the wide range of information the childminder gathers on a daily basis. This means that she is able to accurately monitor and assess children's development. The childminder works effectively together with others who provide care for children to ensure children have consistency. This helps all children to make good progress from their individual starting points.

The childminder demonstrates a good understanding of children's development. She draws upon her experience and training to meet children's needs well. However, she finds it difficult to access training and, as a result, does not have a programme in place for professional development. This means that she has not undertaken recent training to refresh and develop her good knowledge and skills. The childminder has successfully addressed actions and recommendations from her previous inspection. She works with her local authority development workers to assess the quality of the care she provides and develop action plans to tackle any weaker areas. Parents readily share their views and provide feedback which helps the childminder to shape the flexible care she provides. This demonstrates that the childminder has a strong capacity to maintain ongoing improvement

in quality for the benefit of children. The childminder is aware of the importance of working with other professionals to support children should the need arise.

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	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	505366
Local authority	Central Bedfordshire
Inspection number	872325
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	09/05/2011
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

