

Inspection date	11/12/2013
Previous inspection date	16/03/2009

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		1
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 engage in a wide range of exciting activities outside of the home to fully develop physical skills.
- The childminder provides an extremely warm and welcoming environment where he teaches children to understand and respect everybody equally.
- Children form exceptionally close bonds of attachment to the childminder who is responsive and in tune to their needs ensuring they remain content, happy and ready for learning.
- The childminder gathers the views of parents about the care he provides and uses this to inform self-evaluation. In turn, this means he is able to raise the quality of care he provides.

It is not yet outstanding because

- There is scope to further extend non-mobile babies natural curiosity and interest by providing baskets with natural resources for them to explore.
- Children who are developing early reading skills do not always see familiar words in the environment where they play to help them recognise that print carries meaning.

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 main room.
- The inspector had discussions with the childminder, co-childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and photograph book of activities.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife and four children a house in Dunstable, Bedfordshire. He uses the whole of the ground floor, two first floor bedrooms and the rear garden for childminding. The family have pet turtles in a tank and a bearded dragon. The childminder works with his wife who is also a registered childminder at the same premises. The childminder may provide overnight care for children.

The childminder has completed basic training including first aid and child protection and updates his knowledge through specific courses, such as food hygiene. He attends local toddler groups. He visits local shops and the park on a regular basis. He collects children from the local schools and pre-schools.

There are currently 29 children on roll who all attend on different months, days and times, and the childminder has responsibility for 14 of these, six of whom are in the early years age group who attend for a variety of sessions and eight are school-age children who attend before and after school and in school holidays.

What the setting needs to do to improve further

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

- enhance children's development of early literacy by increasing the use of print in the environment
- increase young children's sensory learning further by introducing treasure baskets into their play.

Inspection judgements

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

The childminder provides a range of activities for children which engage and excite them. For example, when children show an interest in cars, he extends this by taking them to a garage to sit upon motorbikes and look at them close up. The childminder appreciates the benefit of the outdoor environment and takes children to local woodland and parks. Here, they develop their large muscle skills as they climb and slide and test out their developing skills. The uneven surface of the woodland floor and natural obstacles enable children to develop their spatial awareness and coordination. This benefits children who enjoy robust and energetic play. The childminder encourages children to develop their smaller muscle skills through drawing and playing with dough. He teaches children to talk about their

pictures and promotes their speech in a positive way. The childminder talks to children throughout the day and they copy this. The childminder gets down to children's own level and maintains eye contact as he shows them that what they say is of importance. The childminder is supporting children's learning of sign language as another means to communicate and express themselves. Children express their ideas in creative ways as they make sparkly pictures of fireworks and bake cakes which the childminder pipes their names using icing. This use of familiar words in everyday activities is not always consistent for children as there are few labels and words on display to further foster their developing interest in literacy.

The childminder provides a balance of adult-led and free choice activities for children. He understands when he needs to step back and allow children to follow their own ideas and when to intervene and offer children more guidance. Children make choices about what they play with as they can choose from a range of toys. At times young babies need comfort and seek the close contact of the childminder to feel safe. During the time that the baby sits on the childminder's lap they miss out on some opportunities for play as the childminder does not currently provide treasure or sensory baskets for children to explore while sitting close to them. Older children are expressive and sing along to songs and enjoy playing with small world figures. Children are confident in leading their own play and are able to sustain attention for significant periods of time. These skills are vital to their successful future learning and eventual entry to school.

The childminder keeps very thorough records of children's achievements. He observes them during their play in order to plan for their next steps in learning. He shares this information frequently with parents and uses a web page to share photographs of children's activities. This enables parents to be part of children's learning and successfully support their progress at home. The childminder uses daily diaries to share information with parents and other settings who care for children. He asks about children's learning in order to build upon what they already know. This helps children to experience consistency which helps them to make good progress in their learning and development.

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

The childminder builds extremely close bonds with children who thrive in his care. This is because he works closely with his co-childminder to successfully support children's personal, social and emotional development. He uses highly effective ways to help children to deal with their feelings and emotions and provides them with stability and a nurturing environment where they learn to value themselves and increase their self-esteem. Children are very affectionate with the childminder and seek him out for comfort and reassurance. The childminder extends upon this excellent sense of identity and feeling of contentment by helping children to learn about each other. He teaches children that everyone is different and has differing needs. This helps children to become aware of the needs of others and children play together extremely well as a result. There are clear 'house' rules which young children understand and follow. The childminder reviews his behaviour management procedures to take into account children's individual needs and the views and wishes of parents. This helps all children to understand what the childminder expects from them, and consequently, children play harmoniously together.

The childminder provides respite care for children who experience disturbance in their home lives. He works closely with families and agencies to find out about children's needs. When families have a particular belief or need the childminder finds out as much as he can about this in order to ensure that he provides care which supports all children's widely diverse needs and supports them during changes. The childminder's high commitment to equality and best practice means that all children feel welcome and follow routines which help them to feel safe and secure. This means that all children develop the emotional stability and confidence they need to be successful in their learning. The childminder is in tune to children's needs and highly responsive, ensuring that they sleep when they need and eat when they are hungry.

Children have amazing self-help skills for their young age. They find their own shoes and put them on and do up the zips on their coats. When it is time for lunch, very young children are able to wash their hands independently. This is because the childminder has high expectations for what children can do. He encourages them to be courageous and to manage small risks for themselves, such as climbing trees and building dens. This equips children with an excellent ability to manage small risks for themselves. Children learn about healthy eating as they eat snacks of fresh fruit and vegetables and balanced meals. The childminder explains to parents about the importance of providing healthy choices when children bring food with them. Children enjoy exercise as part of their normal routine and benefit from this as they have fresh air and increasing fitness.

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

The childminder has a deep knowledge and understanding about child protection and uses this to implement policies and procedures which put safeguarding central to all his work. Together with his co-childminder he puts into place effective safe working practices and reviews the areas where children play for any potential risk. The childminder is able to explain how he manages the safe use of technology to minimise any possible risk to children. The childminder and co-childminder supervise children closely ensuring that all children have enough adult support to help them feel safe while still experiencing challenge in their play.

The childminder is undertaking further training to extend his knowledge and skills. He uses his learning to implement differing ways of working and to provide increasingly exciting activities for children. The childminder and his co-childminder work together very closely as a team and use their individual skills to enhance the quality of care for children. They complement each other's work and together help children to experience an effective learning environment. The childminder uses self-evaluation to monitor every aspect of his care. Parents share their ideas through questionnaires and the childminder acts upon their suggestions. For example, when parents ask if children can attend an after school activity, the childminder adapts routines and plans to facilitate this. This increases parent's confidence in the childminder as he demonstrates that he listens to their ideas and acts on them. Recommendations from the previous inspection have been fully addressed showing the childminder's very positive attitude towards ongoing improvement in quality for

children.

The childminder keeps very detailed records of children's learning and development and exchanges these with parents and carers frequently. As a result, parents and carers are actively involved in supporting children's learning. The childminder has secure methods of recording the progress check for children aged two and uses the wealth of information he gathers to inform this. This ensures it is robust and true reflection of what children can do. This childminder works very effectively with other professionals who care for children and has extensive involvement with those who support children in times of need. This means that he is a vital part of the team who care for children to ensure that their needs are met well. Parents highly value and respect the childminder and his co-childminder and the nurturing and supportive environment he provides.

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	EY319171
Local authority	Central Bedfordshire
Inspection number	862338
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	16/03/2009
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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