

<b>Inspection date</b>	07/01/2014
Previous inspection date	26/03/2012

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## **The quality and standards of the early years provision**

### **This provision is good**

- Teaching is good because the childminder understands how to promote children's learning during play supporting their interests and offering new information. As a result, children's progress and development is good.
- Children form strong attachments because the childminder works closely with parents and offers flexible routines for settling-in. This helps to reduce anxiety for children and enables them to feel secure.
- Children make full use of the well-equipped garden and therefore, explore imaginary play and develop good health.
- The childminder has a good knowledge of safeguarding and introduces robust security measures in the home and as a result, children are protected.

### **It is not yet outstanding because**

- Children do not always follow personal hygiene procedures, such as hand washing before eating, to enable them to fully understand links between hygiene and health.
- Children cannot freely initiate their own play and learning because access to resources is not optimised.

## 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 and talked with the childminder.
- The inspector viewed the areas of the premises and garden used for childminding.  
The inspector looked at children's records, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.

## Inspector

Lynne Talbot

## Full report

### Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 10 years, seven years and five years in a house in Sandy, Bedfordshire.

The whole of the ground floor of the property is used for childminding and the bathroom is on the first floor. There is a fully enclosed garden available for outside play. The family has two guinea pigs and a dog. The childminder attends social and activity groups on a regular basis. She collects children from the local schools and pre-schools.

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 8am to 7pm, Monday to Friday, except bank holidays and family 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:

- help children to fully understand the importance of personal care and hygiene and the link to good health, by providing consistent messages
- develop children's independent choice by reviewing the access to resources for them.

## Inspection judgements

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

Children are happy and engaged in their learning because the childminder uses the information gained through observation to plan activities linked to identified next steps. She monitors children's response to planned activities and adapts them to meet each individual child's needs. Younger children enjoy simple role play with a tea service and small trucks, which they pull along. The childminder extends their interest and asks gentle questions that help them to match their actions to words as they offer her a 'cup of tea'. Children love to explore familiar play and they repeat this several times beginning to use single words to describe what they are doing. They experiment with new words because the childminder shows them that she is listening to them, through eye contact, and responds to them verbally and with praise. Children begin to solve simple problems as they pull small trucks along behind themselves. For instance, when the truck becomes stuck, or the rope becomes tangled around the wheels, the childminder offers calm

encouragement to children and reminds them that they can work out how to free the truck themselves. Such supportive teaching helps children to think of ideas and test their own ideas. Young children begin to use tools with malleable dough and enjoy experimenting with making marks with electronic pads. They demonstrate that they are beginning to recognise simple marks, such as lines and circles by copying the childminder before they erase them from their pad.

Children enjoy everyday technology and items that make sounds. For example, they explore a posting box for coins shaped like a pig with which they can press buttons to make sounds and music play and post 'coins' in to make tunes. They show persistence as they try the various buttons and sway to their favourite tunes. Children also enjoy using larger electronic games with buttons to press that offer sentences and pictures of named objects. Children begin to experiment with vocabulary as they repeat the words, such as 'zebra' and 'yo-yo'. The childminder remains attentive but allows children to try each new toy themselves and find out how each one works. As a result, children are motivated and develop concentration. The childminder introduces children to their local community because they make excursions regularly and complete simple activities to learn about other cultures. For example, art activities linked to Hannukah are carried out and children discuss other countries, wherein their extended family live, such as Greece. They view the changes in the local community throughout the changing seasons, collecting leaves and comparing the lengths of sticks that they pick up in the park.

The childminder demonstrates a good understanding of the Statutory framework for the Early Years Foundation Stage and has established clear observation and assessment. She monitors children's progress carefully and checks their development against expected milestones. This helps her to build a plan for next steps for each child. Parents are involved within the planned programme and information is shared that allows the childminder to build on achievements made at home. Ideas are provided to parents to continue with activities to support those completed with the childminder. All parents help to form the starting points for children and contribute towards the planned learning. As a result of the observation and assessment and the effective planning, children make good progress. The childminder completes a progress check at age two years when required. She provides a teaching environment within which children have opportunities to explore, learn actively and think critically. This lays the foundations for children's future learning and movement to school.

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

The childminder takes account of every child's individual need to provide flexible settling-in procedures and works closely with parents to establish a positive relationship. For example, she offers sessions of suitable length and frequency to introduce children to the new surroundings. The childminder ensures that she works closely with parents, in order to meet children's care needs and discusses all aspects of children's care with them each day. In addition, she uses text contact to keep parents informed about their children's day. This helps her to work closely with parents to meet children's needs. Children demonstrate good attachment with the childminder and involve her in their play. She is attentive and offers children appropriate support and independence. As a result of these

steps, children, from an early age, are beginning to be emotionally prepared for school or a move to another setting.

Young children behave well and receive consistent and positive behaviour management that helps them to develop good self-esteem. Children are well nourished. The childminder provides a menu that is cooked from fresh ingredients and demonstrates cultural diversity. She makes sure that specific dietary needs are accommodated. This means that children's individual needs are respected. Older children can meet their own physical needs independently and all children have access to drinks when they are thirsty. However, on occasion, younger children are not always encouraged to wash their hands before eating or after stroking the dog and this limits their full understanding of the link between hygiene and health. Children enjoy physical play each day in the garden or local outdoor areas. They experiment with jumping and bouncing on the trampoline and invent games in the tree house. Children understand that they need to play in the shade in hot weather and move the sand tray beneath the tree house to achieve this. They demonstrate a developing awareness of personal safety in the sun.

Children are kept safe on the premises because the childminder completes records of risk assessments to minimise hazards for them. Younger children observe road safety each day and when walking independently, follow clear routines for walking and holding on to the buggy. Children stand at the door and wait for the childminder to take them by the hand when entering a vehicle. In this way, they are introduced to an awareness of safety through regular routines. Children access some resources freely and the childminder provides materials, in line with planned activities from a good range, which is suitable to promote all areas of learning. However, very young children are not able to freely access resources and make independent choices due to a large quantity being inaccessible and stored in another room in labelled boxes. This means that opportunities to lead their own learning are sometimes limited by the materials set out for them. Consequently, children's self-selected learning is not maximised.

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

The childminder has a robust understanding of safeguarding and she ensures that children's welfare is assured. A clearly written procedure for safeguarding is shared and discussed 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 outdoors or during outings. The installation of a security camera and monitor at the main door significantly improves the security for children. 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 inside and outside of the home.

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 range of policies with

parents to underpin the professional relationship. Parents are involved in the day-to-day care of their children and work closely with the childminder to support children. The childminder uses reflective practice to help her to develop the care provided. Parents' views are sought each day and the childminder implements suggestions that enhance her practice. For example, in line with children's development and parental request, the childminder seeks appropriate social and activity groups to build increased opportunities for social contact for the younger children. The childminder demonstrates continuous professional development through her analysis of both her own practice and knowledge and the feedback provided from parents and children. She holds a level 3 qualification, which is seen to be reflected in her teaching and completes safeguarding training periodically. The childminder ensures that she reflects current legislation and up-to-date childcare issues in her practice by reviewing professional journals. Consequently, the childminder is able to demonstrate a drive for improvement and continued good provision.

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 works well with other key persons at other settings that children attend. She reviews the development files, provided by such settings, with parents and speaks with the key persons directly when collecting children. Each of these methods helps her to establish goals and next steps to ensure consistency for children. The childminder monitors her own observation and assessment method 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 supported by good teaching 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	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY363974
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	878494
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/03/2012
<b>Telephone number</b>	

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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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