

**Inspection date**

04/03/2014

Previous inspection date

Not Applicable

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

**This inspection:**

2

Previous inspection:

Not Applicable

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 ignites children's interest in books by teaching them about how books are organised and by providing a wide range for them to explore.
- The childminder observes children closely and exchanges information about their learning with parents frequently. This enables children to make consistently good progress.
- Children are very well settled and secure in the childminder's care because of the strong bonds of attachment she builds with them.
- The childminder has a good understanding of how to keep children safe in her care and maintains her knowledge through regular training.

**It is not yet outstanding because**

- There is not always a wide range of opportunities available for children to use mark marking, such as drawing and writing, to extend upon their literacy further and promote their physical development with best effect.

## 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 lounge, kitchen and hallway.
- The inspector had discussions with the childminder and children throughout the inspection.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and risk assessments.

## Inspector

Hayley Marshall

## Full report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and 23 in a house in Leighton Buzzard, Bedfordshire. She uses most of the ground floor and a first floor bedroom and the rear garden for childminding. The family have a pet dog. The childminder attends a childminder group and toddler group. She visits the local shops and park on a regular basis. She collects children from the local pre-school. There are currently three children on roll, all of whom in the early years age group and who attend for a variety of sessions. The childminder is open all year round, from 8am to 6pm, Monday to Friday except for family holidays.

### What the setting needs to do to improve further

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

- enhance the everyday opportunities available for children to test out their ability to make marks through drawing and writing, to support their physical and literacy development even further.

## Inspection judgements

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

The childminder recognises the importance of speaking with children in order to raise their understanding of how to communicate effectively. As a result, she speaks to children in ways that enable them to understand, but also extend upon their vocabulary and ability to express themselves. Very young demonstrate awareness beyond their years as they follow instructions and are able to interact with older children and the childminder. This is because the childminder has a high expectation for what children are capable of. She teaches children to enjoy books as she reads with them frequently. The childminder introduces children to the concept of there being an author and title, which gives them a greater understanding about how books are organised. Children explore non-fiction, as well as fiction texts which broadens their understanding of the world around them and their enjoyment of books. Children learn about how to retrieve information from computers as the childminder teaches them how to programme the tablet computer to look at images of cars. This feeds into children's current interest and the childminder utilises the opportunity to promote children's awareness of mathematics. She uses positional language as she asks children to look for which car is 'in front' and 'by the side'. Young children are able to point at the cars and name the colour as they watch the screen avidly. This interest and motivation in learning prepares children well for the future learning and eventual entry to school.

The childminder encourages children to explore different materials, such as water beads. She gives children chance to try out things which they are unsure of in safe ways. For example, some children dislike water and so the childminder encourages them to give dolls a dry bath. She then encourages children to explore the water beads, before slowly introducing water play. When children show an interest in something, the childminder creates resources which help them to achieve their next steps in learning. The childminder notices children post shapes into a sorter, but cannot rotate the shapes. To increase the dexterity in their hands she makes various different shape sorter pots. Children find these very interesting and spend considerable time exploring their fascination in posting, while developing the small muscles in their fingers. There is scope to enhance this aspect of children's development even further. The childminder provides ways for children to make marks, such as shaving foam and sometimes with brushes and water in the garden, but this is not always available for children's everyday play. Children go to a soft play area where they develop their larger muscles through climbing and crawling. The childminder ensures that there is suitable space to enable children to move around freely. They move between the lounge and hallway taking toys with them. Children climb on and off the sofa as they begin to use their developing coordination and control with good effect.

The childminder keeps very meticulous records of children's development through observations. She uses these observations to assess children's development and identifies that children are making consistently good progress in all areas of the required curriculum and exceeding expectations for their age. The childminder's format for tracking children means that she can plot their learning to identify what children need to learn next and if there are any areas which might need further support. Parents praise the childminder for the range of information she shares about children's learning, which enables them to support children's good progress at home. The childminder equally gathers information, which parents share verbally to build upon what children already know. When children attend other settings, the childminder discusses their progress ensuring that she is able to complement their learning in her care.

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

Children display warm and affectionate relationships with the childminder, who knows and understands their needs well. Children express their needs well because the childminder listens to them and shows them genuine care. As a result, children are secure and settled in the childminder's care and display high levels of emotional stability. This means that they have the attitudes and dispositions they need to be successful in their learning. The childminder encourages parents to share lots of information when children first start in her care. Children can choose what they want to play with as the childminder shows them books of resources to choose from. The childminder develops familiar, consistent routines which children know well. Coupled with plenty of warning of imminent change, children know what to expect and as a result, move between home, pre-school and the childminder with confidence. They express how they are feeling and the childminder offers comfort and reassurance at times when children need it. The childminder talks to children about their families and fosters their awareness of their own identity, for example, by encouraging use of words for 'goodbye' which reflect children's heritage. As a result,

children develop in confidence and have a strong sense of who they are and how important they are.

As children have a sense of empowerment, they are able to assert themselves and their ideas. However, the childminder is keen for them to understand the feelings of others and children show their empathy and concern for each other from a very young age. As children develop the skills they need to interact socially, they play together well. The childminder helps children to understand their behaviour and the impact it has upon others. When children swing their legs while sitting at the table, the childminder encourages them to look beneath to see what their legs are kicking. When they realise that this is another child they stop and apologise. This helps children to learn about their actions and how to keep safe. When children sit on high chairs at the table to eat their snack and on the sofa, the childminder reminds them not to lean over as they may fall. Children moderate their actions and shuffle away from the edge of the sofa as they begin to take action to prevent falls. Children enjoy playing in physical ways as they jump on the large leather beanbag. The childminder encourages them to wiggle or slide off as they test out ways they can move their bodies and experience the challenge of moving upside down in a way which is controlled.

The childminder encourages children's independence through choosing what they want to eat and how much they want to eat. Children make healthy choices because of the range of fruit available for them. They ask for more when they want it and share food together as a social occasion. Children drink water throughout the day and tell the childminder when it has run out and they need more. Accompanied with regular walks to pre-school and the park, children have fresh air and exercise as they learn about how to lead healthy lives. The childminder encourages children to tidy away toys and maintains a stringent programme for promoting good hygiene. This helps to reduce the likely spread of infection and helps children to be aware of good habits, such as hand washing.

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

The childminder maintains her good knowledge of how to keep children safe in her care through training. She conducts very detailed risk assessments of all the areas where children play and the outings they go on. The childminder reviews her assessments to ensure that she recognises any changes which might impact upon children, such as the garden fence being damaged in storms. She then puts measures in to protect children, such as a temporary ban on using the garden until it is repaired. The childminder knows the signs and symptoms which might cause her concern about children's welfare and what action she would take to pass on such concerns. When using technology, such as tablet computers, the childminder has safety measures, such as password locks and encourages children to enjoy their use under the supervision of adults.

The childminder evaluates her practice by reflecting upon the care she provides and

developing plans for improvement. She encourages parents to share their views and introduces ways for parents to give their ideas, such as in notebooks. The childminder has a policy in place for dealing with any complaints parents might make and is aware of what action she would take to respond to these. However, she does not record this policy. This is a requirement of both parts of the Childcare Register on which the childminder is also registered. Children share their ideas and the childminder talks to them about what they enjoy playing with. This helps the childminder to plan activities which she knows they will enjoy. The childminder has a good capacity to sustain ongoing improvements in quality for children. She has a positive attitude towards ongoing professional development and increases her knowledge and skills through undertaking training courses. The childminder explains how she puts her learning into place and the benefit this has for children. By reading information available online, the childminder increases her awareness about changes which might affect her work with children. The childminder reviews the activities she plans for children. She uses a catalogue of the toys she has for children to keep activities fresh and interesting for children. The childminder monitors the progress children make through tracking their learning against expected bands of development. This enables her to confidently discuss children's learning with parents. The childminder gathers observations of children, which build up a clear picture of children's development to date. The childminder uses this information to plan for completing the 'progress check for children aged two'. She discusses this with parents and together they decide the most suitable time for its completion.

The childminder understands the benefit of working with other professionals to support children who need extra help should the need arise. She builds close working relationships with other professionals who care for children, which enables her to complement children's learning well. The childminder attends a childminder group where she meets with other childminders to share good practice. The childminder builds very productive relationships with parents, who are keen to share their appreciation of the childminder's quality of care. They express how much children enjoy attending and their 'absolute delight in her genuine care' for them.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that there is a written statement of procedures to be followed in relation to complaints, which relate to the requirements of the Childcare Register and which a parent makes in writing or email (compulsory part of the Childcare Register)
- ensure that there is a written statement of procedures to be followed in relation to

complaints, which relate to the requirements of the Childcare Register and which a parent makes in writing or email (voluntary part of the Childcare Register)

## 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>	EY441889
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	809296
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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