

Inspection date

Previous inspection date

17/03/2014

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 teaches children to be creative, for example, by making vehicles from recycled resources, igniting their imagination and promoting their physical skills.
- The childminder shares information with parents about children's learning and plans activities which follow on from what children enjoy and are interested in at home.
- The childminder helps children to understand about healthy lifestyles through fun activities, such as building dens, growing fruit and vegetables in the allotment and picking blackberries.
- The childminder has a good awareness of how to keep children safe in her care and undertakes further training to enhance her knowledge.

It is not yet outstanding because

- There is not always a wide range of activities available for children in their everyday play to help them to learn about diversity.
- Relationships with other settings children attend are not exploited with maximum effect to fully enhance children's consistency in learning.

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 lounge and playroom.
- The inspector held discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

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 partner and two children aged three and six years in Eaton Bray near Dunstable. The whole ground floor of the house and the rear garden are used for childminding. The family has a pet dog and a goldfish.

The childminder attends a toddler group. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am 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:

- extend upon the range of resources available for children to help them to understand more about the diverse world in which they live, such as through small world play, books and dressing up items
- establish stronger links with the other settings children attend, in order to increase the quality of information exchanged to further promote continuity in learning for children.

Inspection judgements

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

The childminder provides enjoyable activities for children which help them to make good progress in their learning and development. She plans well for their learning, building upon what interests them. For example, children use recycled boxes, tubes and lids to make vehicles. This increases children's creativity and imagination as they plan what their vehicles will look like. Children develop the small muscles in their hands as they use glue sticks and construct their vehicles. The childminder teaches children to problem solve by asking them questions about their creation and how they can enhance it. Children talk about their work and what they are doing, using conversation to help them to share ideas. The childminder supports children's communication well. She pauses, giving children chance to think, and retells children the information they have told her. This helps children to appreciate that the childminder listens and values what they say, and in turn increases their confidence in talking. Through the theme of vehicles, children extend and increase

their vocabulary, for example, they name the 'propeller' in a picture of a helicopter. The childminder praises children, and other children copy the words as they too learn something new.

The childminder provides ample opportunities for children to develop their large and small muscles. They use tools skilfully, such as glue sticks, pens and paintbrushes, in their craft activities. The childminder observes children's developing skills, noticing that they change hands to colour pictures and are starting to copy the letters which form their names. She uses these observations to provide further activities that teach children to extend upon what they can do. Consequently, children experience increasing challenge through their day-to-day activities. This gives children a desire to learn and motivation to try new things. These are essential qualities children need in order to develop positive attitudes towards their future learning and eventual readiness for school. The childminder takes children on regular outings outside of the home. They play in the local park where they balance on stepping logs and enjoy climbing the steps to the slide. In the garden, children play in cars and on scooters and bikes as they strengthen the muscles in their legs. The childminder teaches children about mathematics as they sort shapes, stack cups and rings by size and count together as they build a tower. This helps children to understand concepts in ways which are understandable and enjoyable. Children enjoy playing with train sets and line up tracks and carriages. They use their imagination as they play superheroes and talk about the characters in films and television which excite them. There is scope to develop children's understanding of the world further. For example, by increasing the range of dressing up clothes, books and small world figures to enhance children's understanding about diversity and the wider world in which they live.

The childminder observes children's progress and records this in photographs and written summaries. She reflects upon how children progress by mapping their development against the Early Years Outcomes guidance. This enables her to see what age band children are working within and what they need to learn next to move them forward. It also enables her to identify if children do not meet expectations for their age so she can seek further support. The childminder keeps learning journals which chart children's learning and development, and shares these with parents. She invites parents to share 'wow' moments and values their observations of children's achievements by including them in her own assessments. This helps her to build upon what children already know and supports parents in guiding their children's learning at home.

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

Children settle quickly into the childminder's care and enjoy strong bonds of attachment to her and her children. The childminder builds close relationships with parents to ensure that they feel comfortable sharing information. She finds out about children's routines at home in order to provide them with consistency. As a result, the childminder knows the children she cares for very well and is able to effectively meet their needs. They talk together about children's home lives and what they play with as children strengthen their sense of identity and attachment to people who are special to them. Children talk positively about themselves, explaining that they are good at differing things. This demonstrates children's high self-esteem and strong sense of security. Their emotional

stability enables them to feel ready and willing to learn with the childminder. The childminder helps children to adapt to changes in their day. She tells them what will happen next so they know what to expect and follow a consistent and familiar routine.

Children have a strong sense of independence because the childminder teaches them to complete their personal routines for themselves. She encourages them to get tissues when they need to blow their nose and reminds them to wash their hands after using the toilet. Children make choices about what they will play with and tidy away toys before moving on to something new. This helps them to understand a sense of responsibility for the environment and toys they play with, and helps to reduce the risk of trips and falls. Children learn to experience risk and challenge as they embrace learning outdoors. Together, children explore the woods with the childminder, where they build dens and run around in the open space. Children learn about healthy eating as they brave thorny bushes to pick blackberries, which they take home to eat. Children understand where their food comes from and why it is healthy because they help the childminder to tend to her allotment. Children know about how fruit and vegetables grow and enjoy sampling the produce. This increases their desire to try new foods, and the fresh air aids their enjoyment of healthy lifestyles.

The childminder has house rules which she helps children to understand through explanations relevant to their age. She is calm and consistent in managing children's behaviour and allows them choices about how to resolve any disputes regarding who will play with which toys. This helps children to begin to understand about how they can negotiate and solve disagreements for themselves. Children become aware of how to stay safe through their play. When the strong wind damages the trampoline, the childminder explains to children why they cannot play on it so they understand. This enables children to feel content and safe in the childminder's care. Children frequently tell the childminder how much they like her and the activities they play with, showing their enjoyment.

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

The childminder knows how to recognise the signs and symptoms that might cause her concern about children's welfare. She is able to explain what action she would take to report such concerns and keeps important contact telephone numbers close at hand. The childminder considers the possible risk to children of using technology and minimises these by putting into place measures, such as security locks, and by deleting photographs after use. The childminder enhances her safeguarding knowledge through regular training and updates her policies and procedures to reflect any changes which might affect her practice. The childminder observes health and safety recommendations about handling and preparing food and conducts thorough risk assessments of her home, garden and the trips children attend.

The childminder has a positive attitude towards professional development. She has attended short courses and has plans in place to complete her childcare qualification at level 3 in the coming year. She feels this will deepen her knowledge and understanding of how to support children's learning and development. The childminder asks parents and

children for their opinions about her care through questionnaires. She uses their views to evaluate her practice and develops plans for improvement. The childminder seeks the support of the local authority development worker to review the care she provides for children. This demonstrates her good capacity to maintain ongoing improvement in quality for children.

The childminder is developing in confidence in monitoring and assessing children's progress and uses all available literature with good effect. She is aware of the progress check for children at age two, although she has not needed to complete this yet. The childminder appreciates the value of working with other professionals to support children should the need arise. She forms relationships with other providers where children attend, although these are yet to be fully utilised with maximum effect. The childminder shares information informally via discussions about themes and what children have been playing with. She also stays at pre-school for a period of time when children first settle and observes the activities they enjoy and how they play. However, she has yet to find other ways to share the information she gathers to facilitate a highly effective two-way flow of information about children's learning. Parents praise the childminder for the good quality of care she provides for children and express their satisfaction in the activities children engage in and their inclusion in children's learning.

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	EY445018
Local authority	Central Bedfordshire
Inspection number	890361
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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