

**Inspection date**

15/09/2014

Previous inspection date

22/01/2009

**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

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 attends additional training and has a good knowledge of the Early Years Foundation Stage. She implements effective teaching techniques and offers children a wide variety of play opportunities that interest them and promote their learning and development.
- The childminder works well with parents in order to gain a thorough understanding of each child's personal preferences and needs. As a result, she supports children well and they build secure, happy relationships with her.
- The childminder conscientiously evaluates her work and attends training in order to refresh and improve her practice. As a result, children's welfare is consistently promoted and they play in a safe, well-organised environment.
- Children develop good communication and social skills. They respond well to the childminder's positive interaction, naturally including her in their discussions and eagerly explaining their play and ideas.

**It is not yet outstanding because**

- The childminder does not always make the most of all opportunities to encourage children to develop their skills in creative and critical thinking to the maximum.
- The childminder does not consistently promote children's wider understanding of the relevance of some healthy lifestyle practices to the optimum.

## 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.
- The inspector talked with the childminder and the children present and observed activities with the childminder.
- The inspector talked with the childminder about how she supervises and supports her childminding assistant.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, the childminder's self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as given in their written feedback to the childminder.

## Inspector

Kelly Eyre

## Full report

### Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and one child aged 15 years in Maulden, Bedfordshire. Two rooms on the ground floor of the house, one first floor bedroom and the rear garden are used for childminding. The family has a pet dog. The childminder is registered to work with an assistant. She attends a toddler group and activities at the local children's centre. The childminder visits the shops and park on a regular basis and collects children from the local schools and pre-schools. She provides funded early education for three- and four-year-olds. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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

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

- extend the opportunities for children to think critically and creatively during activities. For example, by asking additional open-ended questions and further encouraging children to determine the use of resources
- build on the opportunities for children to increase their awareness of the relevance of healthy practices, with particular reference to healthy eating and exercise.

## Inspection judgements

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

The childminder successfully combines her experience of working in childcare with new knowledge that she gains from attending further training. This means she has a thorough knowledge of the Early Years Foundation Stage and implements purposeful teaching methods. As a result, she supports children well and they make good progress in their learning. The childminder pays attention to exchanging information with parents. She uses practical paperwork to record a wide range of information about the children. This is assessed well so that the childminder has a good knowledge of children's starting points. She observes and assesses children so that she continues to understand their progress and current interests. The childminder then uses this information to develop each child's next steps, carefully feeding these into the daily activity planning. The childminder has also developed clear techniques to aid her in checking that children are offered play opportunities and resources that promote each area of learning. As a result, children engage in activities that interest and motivate them and promote their balanced

development.

The childminder has effective procedures in place for carrying out the progress check for children aged between two and three years. This supports her in planning appropriate activities and in noting any areas where children require additional support. The childminder's good ongoing communication with parents means that they have opportunities to share updates about their children. For example, they complete information sheets that detail what their children have been doing at home. The childminder also supports parents well in extending their children's learning. For example, she talks with them about activities that the children have enjoyed, offering ideas so that parents can continue these at home.

The childminder's good teaching techniques support children in developing the skills and positive attitudes needed for effective learning. This means that they are well prepared for school. Her good organisation means that children have regular opportunities to interact with their peers, find out about the environment and try new experiences. For example, they attend a toddler group, go to the library and enjoy visiting the nearby safari park. The childminder reminds children of these visits and they eagerly remember the animals they have seen, thus reinforcing their learning. The childminder captures children's attention and involves them in their learning. For example, they act out a story as they read a favourite book. Children become engrossed as they join in with the words, pretend to walk through long grass and remember the difference between under, over and through. When they pretend to go through a snow storm, the childminder talks with them about appropriate clothing for cold weather, thereby extending their thinking. In most activities the childminder encourages children to develop their creative skills and critical thinking. However, she does not always make optimum use of all opportunities and occasionally the activities do not encourage children's creativity and problem-solving skills. For example, children engaged in making an 'under the sea' picture are not encouraged to fully explore the resources, such as coloured sand, stickers and paint, and to decide how to place these on the paper. Therefore, they do not get the maximum benefit from this activity.

Children enjoy a wide range of activities that promote their physical development. They develop fine control of their muscles as they select and use implements, such as pencils and paintbrushes. Activities, such as dancing, action rhymes and using large play equipment, enable children to acquire skills in balance and coordination. Children are encouraged to share their family beliefs and traditions. They also enjoy tasting traditional foods from around the world, thus helping them to understand and appreciate diversity. Children develop good language and communication skills as the childminder engages them in discussions and encourages them to talk about their play. For example, children playing with small figures are encouraged to explain the different characteristics of each figure.

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

The childminder works well with parents and so has a good understanding of each child she looks after. She offers them consistent care and pertinent support throughout the day.

The childminder organises her home well so that she offers children a stimulating environment with accessible resources. For example, children enjoy referring to colourful posters and displays in the playroom. The childminder sensitively notices children's efforts and achievements and praises them for these. For example, children enjoy the praise as they master the skill of recognising the written numerals one to three. This appropriate praise and recognition means that children are proud of their achievements and develop the skills and positive outlooks that support their ability to learn. Therefore, they are well prepared for the move to school.

New children are supported well and quickly settle with the childminder. She makes sure that she understands their normal routines and preferences, taking these into account in her daily planning. For example, children feel happy and at home when they see their favourite toys as they first come into the childminder's house. The childminder's good understanding of each child and her sensitive interaction with them support children in forming secure relationships with her. They eagerly tell her their news and chatter to her as they play, assured that she will be interested and involved. The childminder supports children well in developing a good understanding of how to manage their behaviour. She talks with them about this and helps them to become aware of how their actions affect others. Her appropriate 'house rules' help children to understand the boundaries and expectations and gently reinforce their understanding of this area.

The childminder makes good use of opportunities offered by daily routines to support children in developing their self-care skills. For example, children pour their own drinks and help slice the fruit for their morning snack. These routines and the childminder's ongoing explanations also help children to develop a good understanding of how to keep themselves safe. For example, when cutting their fruit, the children talk about being careful when using knives and the childminder supports them in using these appropriately. The childminder supports children in gaining a generally clear understanding of the importance of healthy lifestyles. For example, children are able to explain why they need to wash their hands after handling the dog or playing outside. However, their greater awareness of this area is not consistently promoted to the maximum. For example, they participate in many physical activities but their understanding of how exercise and fresh air affect their bodies is not always promoted and extended.

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

The childminder carries out thorough risk assessments and daily safety checks. This means that children play safely, both inside and outside the home. Their welfare is consistently promoted because there are comprehensive safeguarding arrangements in place. The childminder has completed relevant training and is fully aware of the process to follow should she have any concerns about children's welfare. Additionally, in order to promote children's welfare, the childminder has clear procedures to inform Ofsted of any changes to her household. This ensures that appropriate checks are carried out to verify the suitability of all household members.

The childminder attends further training and regularly reviews her policies and procedures.

In this way she ensures that she is meeting all legal requirements and is promoting children's health, safety and welfare. The childminder does not currently use her childminding assistant. However, she has made sure that he understands all policies and procedures. The assistant has also attended relevant safeguarding and first-aid training and so can work in partnership with her to promote children's health and welfare. The childminder also has procedures in place to monitor and supervise the assistant should she start to employ him. The childminder is enthusiastic and remains committed to developing her practice further. This has a positive impact on children. For example, after attending specific training, the childminder now uses an electronic system to record her observations of children. This enables her to assess these more efficiently in order to understand children's development. The childminder regularly reviews children's assessment records in order to check their progress. This supports her in highlighting any areas where they may require additional support. The childminder's thorough ongoing evaluation of her work means that she has a good overview of her strengths and weaknesses. She uses this information to inform the planning of improvements. For example, she now ensures that all resources are labelled so that children can see what is available and make independent choices about their play.

The childminder has good procedures to support her in working with other people caring for the children. She exchanges assessment and planning information with the local pre-school so that they can work together to promote children's welfare and development. The childminder does not currently care for any children in the early years age range who have special educational needs and/or disabilities. However, she has experience in this area as she has cared for older children who have special educational needs and/or disabilities. Therefore, she understands the help offered by other professionals and knows how to access this should the need arise. The childminder works well in partnership with parents. She completes daily diaries for each child and holds regular parents' evenings in order to share children's assessment records. This means that parents are well informed of their children's progress and daily activities.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	505399
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	869275
<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>	12
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/01/2009
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

