

Inspection date	11/07/2014
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	1	1
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- Well-planned cooking activities spark children's interest and curiosity. The childminder effectively teaches them about mathematics through weighing, pouring and counting the ingredients.
- The excellent relationships the childminder forms with parents and other settings where children attend, helps her to prepare them extremely well for changes, such as starting school.
- Children's behaviour is exemplary; they are respectful, cooperative and kind to each other because the childminder is an exceptional role model.
- The childminder has a good awareness of child protection issues and clear procedures in place for dealing with any concerns about children's welfare.

It is not yet outstanding because

- There is scope to increase the sharp focus upon developing children's language skills by helping them to connect ideas and begin to use more complex sentences.
- There is opportunity to add more precision to the already successful assessment of children's learning, by more cohesively tracking their learning and development against expected outcomes.

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 living room, conservatory and kitchen.
- The inspector had discussions with the childminder and children and read through feedback from parents.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members, and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and adult son in a house in Leighton Buzzard, Bedfordshire. The family have a pet dog. She uses the whole of the ground floor, one first floor bedroom and the rear garden for childminding. The childminder attends a toddler group and the local children's centre. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 13 children on roll, four of whom are in the early years age group who attend for a variety of sessions. Nine children are school-aged and attend before and after school and during the school holidays. The childminder provides funded early education for three- and four-year-old children. She is open all year round from 7.45am to 6pm, Monday to Friday, except for during family holidays and Bank holidays. The childminder has a recognised childcare 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 upon the already good teaching of communication and language by finding ways to enhance children's speaking even further, for example, through words games, story-telling and rhyming games
- focus more precisely upon the assessments of children's learning and development by consistently tracking their development against expectations, for example, by using Early Years Outcomes.

Inspection judgements

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

The childminder has a very good understanding of child development. This, accompanied with her excellent knowledge of children's individual needs, enables her to plan activities which sustain children's interest and motivates them to learn. A very well-planned cooking activity helps children to prepare their own lunch. The childminder seizes the opportunity to teach children mathematics. They weigh the ingredients, counting each spoonful and measure milk to add to the mixture. Their physical skills are enhanced by using knives to cut ham, slice mushrooms and spread butter on fruit bread. The childminder has high expectations for what children can do. Consequently, children have determination and show a 'have a go' attitude which prepares them well for their future learning and readiness for school. Children enjoy playing in the garden and local parks where they develop their larger muscles for running, jumping and sliding. Inside, children play in a dark den tent, where they climb in and out and draw on the inside with light torches. The

children become confident in using tools because of the freedom the childminder gives them to practise. These skills are transferrable to holding pens and pencils in preparation for learning to write. The childminder further promotes children's literacy skills through reading to them and taking them to the local library to choose books to bring home.

The childminder talks to children throughout the day, explaining what is happening and asking questions to enhance their understanding. She identifies when children need extra help to develop speech and talks to them in simple sentences, giving them time to respond. The childminder gently encourages children to use speech instead of pointing or making noises. There is scope to further enhance children's communication by intervening at these times to engage children in activities to promote and extend their language, rather than modelling speech alone. The childminder utilises technology in her everyday teaching. She uses computer tablets to show children pictures of food while cooking and enables children to use technology in their play. Therefore, children know that information can be retrieved from computers, as well as playing games for entertainment. Children enjoy a mixture of adult-led activities and those they can choose for themselves. This helps to motivate children as they gain the ability to lead their play following what interests them.

The childminder observes children at play and uses her findings to plan further activities to extend their development. She is aware of what their next steps in learning are and shares these in regular discussions with parents. The learning journals she compiles for children chart their progress in photographs, linking each to the seven areas of learning. The childminder completes summaries of children's development, such as when they transfer to another setting. However, on occasions she does not focus with consistent sharpness on some of the everyday observations and assessments she makes. For example, she does not always track children's ongoing learning clearly by linking it to expectations for development, such as those set out in the Early Years Outcomes. Therefore, she does not always maximise children's learning to ensure that they continuously achieve to the highest level. The childminder exchanges information with parents in multiple ways. They have daily chats and share a diary of care practices and photographs of activities. This helps to provide children with consistency as their parents can support their learning well at home.

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

The extensive information the childminder gathers from parents helps her to have a great depth of knowledge about the children she cares for. She is exceptionally competent in supporting children through periods of change in their lives. She understands that changes impact upon children's feelings of well-being and security and so she plans for these well in advance. Together with parents and other providers, she holds discussions about how children might react to changes, such as starting school, and develops ways to help minimise their feelings of anxiety. The childminder's secure knowledge of the children she cares for means that she is confident to discuss their learning with others and challenges any differences between her own observations and those others make. The childminder's

astute understanding means that children's needs are exceptionally well met. Parents are highly complementary about the care the childminder provides and express their absolute faith in her ability to care for their children. This is because the childminder develops very warm and trusting relationships with families, built upon open and frequent communication. The environment is welcoming and inclusive and children display the emotional readiness they need to be successful learners. By attending toddler groups and other activities outside of the home, children become used to playing within a group and learn the essential social skills they need for starting school.

The childminder has very high expectations for children and is respectful, calm and patient. As the childminder is such a good role model, children behave exceptionally well. They are empathetic and kind to each other, sharing ideas and taking turns. The childminder is highly competent in distracting children during any minor disagreements and channels their boisterous nature and energy in to creative activities. Consequently, children play and learn in an environment where they feel safe and secure. Children are able to assess risks for themselves as they move between the rooms and negotiate the step to conservatory. They wait for the childminder to strap them into their highchair seats at the table and tell her when they want to get down. They know that there are measures for keeping them safe, and comply with these happily. Children enjoy physical, active play each day as they have plenty of fresh air and exercise. The highly engaging way children make their own lunches teaches them about different foods. The childminder encourages them to taste new things and they delight in exploring the smell, texture and tastes of food as they prepare and cook it. Therefore, all children have a very positive attitude towards healthy eating.

Children are independent and resourceful. As toys and equipment are all within easy reach, they choose what to play with. Children play alone and as a group, as they decide what they enjoy and want to do. Children meet their own personal needs extremely well given their young age, by going to the toilet and washing their hands. As the children are so capable of understanding the needs and feelings of others, they know how to pet the dog gently and when to allow him to rest in his cage. Children equally have the excellent capacity to recognise their own need to relax and have quieter periods during the day. The childminder is completely in tune to children's needs and aware of their home routines. As a result, she anticipates when they will become tired and changes the pace, by encouraging children to lay down and rest.

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

The childminder has thorough understanding about child protection issues. She is clear about her role in keeping children safe and is alert to any indications that suggest there is a concern about their welfare. With this in mind, the childminder has detailed policies and procedures, which outline the action she must take to report any concerns about children's well-being. A list of contact numbers is on display in the hallway for her own reference and for parents. The childminder reviews her policies and procedures frequently to monitor their effectiveness. She keeps logs of any incidents and undertakes regular training to refresh her good knowledge. The childminder assesses the areas where

children play and the activities they take part in to identify and minimise any likely risk to children. Thus, providing an environment where children feel safe. She supervises children well and ensures her home and garden are secure at all times. All household members have completed suitability checks.

The childminder maintains a programme of professional development. Having completed a qualification at level 3, the childminder has a good depth of knowledge about child development and how to support learning. However, she appreciates that the passing of time and changes in practice mean that she needs to maintain her understanding. With this in mind, the childminder plans yearly courses to refresh and enhance her understanding even further. The childminder works with the local authority development worker to monitor and review the quality of care she provides. She has successfully addressed all previous recommendations from her last inspection. This demonstrates her very positive attitude towards maintaining ongoing improvement in quality for children. Parents and children readily share their views and ideas, which the childminder uses to shape her practice.

The childminder monitors children's learning. She completes the progress check for children between the age of two and three, in consultation with parents. Parents decide when the best time is to complete this and share the assessment with other professionals. The childminder is very proactive in seeking out opportunities to work with other settings who care for children. This enables her to fully complement children's education. She has a good understanding of the other professionals she might need to work with to support children who have special educational needs and/or disabilities. The childminder's commitment to including parents in every aspect of children's care, learning and development fosters highly productive relationships. Parents are eager to share their praise for the childminder who they feel, is caring and compassionate. They say that their children 'simply adore her'.

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	EY381053
Local authority	Central Bedfordshire
Inspection number	858650
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	24/02/2009
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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