

Inspection date

Previous inspection date

22/10/2012

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

- Children make good progress in their development, as the childminder is friendly caring and attentive with good childcare skills. She plans exciting activities, which children enjoy in the short time they are in her care after school.
- Children are happy and confident in the childminder's care. They play happily as the childminder organises her home well. She provides a wide range of quality toys and equipment overall, so children make good progress in all areas of development.
- The childminder has good teaching skills, which she uses well to support children's learning. She uses good questioning techniques as she talks to the children. She gives clear explanations and models the use of equipment, such as compasses to develop and encourage children's thinking, skills and understanding.
- Children develop good relationships and settle quickly as the childminder is caring and affectionate. The childminder is skilled at managing children's behaviour, knowing when to intervene and when to let children work out their disputes. Her meaningful praise reinforces children's caring behaviour.
- The childminder develops effective partnerships with parents and they are very positive in their praise. She shares good information as they collect their children and through her well-written newsletters. The childminder regular shares children's observations and development records to keep parents well informed about children's learning.
- The childminder continually reflects on her practice and she is well motivated and enthusiastic about childminding. She plans well for her own development through taking further training. She involves parents in evaluating her practice through feedback questionnaires.

It is not yet outstanding because

- Children use a suitable range of books, but have not benefited from making their own to further extend their interest and understanding.
- Children do not have access to a full range of toys and resources that reflect a wide variety of interests in their imaginative play.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children in the early years age group present during the inspection, both in the home and garden.
- The inspector observed and talked to the childminder's about her practice throughout the inspection.
- The inspector reviewed documents presented by childminder and briefly sampled policies and children contracts and records relating to the Early Years Foundation Stage and Development Matters, including children's development records.
- The inspector considered parents' views as they provided comments through the childminder's feedback questionnaires.

Inspector

Carol Willett

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in a house in Marlow, Buckinghamshire. Local schools, shops and parks are within walking distance. The ground floor is mainly used for childminding and children go upstairs to sleep and use the toilet. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two children on roll in the early years age group, who attend after school.

What the setting needs to do to improve further

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

- extend resources that promote children's imaginations to reflect a wider range of interests and preferences so that they are not gender stereotypical
- enhance the program for literacy and understanding the world by, for example making homemade books of photographs and children's pictures of their families, favourite objects and places they visit.

Inspection judgements

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

The childminder has a good working knowledge of the Early Years Foundation Stage, which enables her to plan well for children's learning. She provides a fun, stimulating learning environment for the children in her welcoming family home. Children arrive back from school and they are excited and happy to play with their friends. They all play well together, settle quickly, and absorb themselves in dressing up and role play. The childminder gets to know children well; she listens to their ideas and provides play resources to meet their interests. For example, she plans a Halloween treasure hunt and incorporates many areas of learning into the activity. She provides equipment, such as a compass and kaleidoscope, to suit their interests and stage of development. The childminder uses her observations effectively to track children's progress in a learning

journal. This helps her to plan and provide activities for children's development so they make good progress from their starting points. The childminder summarises children's progress and shares this with parents so they work together and share ideas for children's learning.

The childminder has good interactive and teaching skills, which helps develop children's communication and language. She joins in with their play and introduces new words as children see written labels placed around the playroom. This encourages them to find something shiny, fluffy or rough in the treasure hunt. Children love to sing and listen to stories with the childminder. They enjoy role play as they dress up as witches and sheep. As a result, children develop a good vocabulary and enjoy songs, stories and imaginative games. Overall, the childminder has a good supply of resources to support children's imaginative play. However, the choices do not reflect a wide range of interests and preferences in order to avoid stereotypical play.

The childminder joins in well with children's play. She provides a good balance of adult-led and child-initiated play, which reflects children's interests and skills. The childminder provides a good range of activities and children enjoy playing with pushbutton technological toys and learning how they work. The childminder displays the letters of the alphabet and labelling in the playroom, which supports children's understanding that print carries meaning. Children use a suitable range of books to promote their interest in print. However, the childminder has not fully considered the benefit to children of making homemade books to enhance their reading and understanding of the world. Children learn about numbers in fun practical ways as they help lay the table and look for the number clues on the treasure map and match the number clues around the room. The childminder plans a good range of outings during school holidays, which develop children's interest in the natural world. Planned adult-led activities including craft and baking develop children's knowledge of different cultural celebrations. Overall, the childminder plans and provides a broad range of toys and activities. These interest and stimulate the children and they make good progress in their learning.

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

Children are happy and relaxed in the childminder's care. The childminder has flexible settling in procedures, which aid children's transitions into her home. The childminder's friendly caring manner enables her to quickly establish good trusting relationships with the children. Consequently, children are comfortable, play well and enjoy their time in her welcoming family home. All the children play well together and develop close friendships. The childminder organises her home well and children make independent decisions about their play. The good quality toys are easily accessible in the dedicated conservatory playroom and support all areas of children's learning.

Children feel safe. They show a good understanding of safe behaviour. For example, they wait patiently for the childminder to open the door to the house after getting out of the car. The childminder closely supervises the children and she takes good measure to monitor their play, as they play upstairs. Close supervision, ongoing discussion and praise

from the childminder provide a positive learning environment where children behave well. For example, older children receive meaningful praise as they amicably settle disputes over dressing up clothes. They show care for younger children as they spontaneously help feed the baby and help lay the table.

Children develop a good understanding of healthy lifestyles through well-embedded routines. They take their shoes off as they come into the house and independently use the bathroom and know they need to wash their hands. Children learn about healthy eating as the childminder provides freshly prepared nutritious hot meals as they come home from school. Children eat meals at the table where the childminder promotes good table manners and children learn good social skills. Children develop a good understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. The childminder actively encourages children to engage in a range of physical activities, both indoors, in the garden and on planned outings.

The childminder is supportive and values children's choices in play and activities. She enables children to make decisions and she plans new experiences based on their suggestions and ideas, such as making treasure hunts. She joins in with their play, which helps children remain busy, and focused and encourages positive behaviour. The wide variety of planned activities and experiences support all areas of children's learning. The childminder's very good interactive and teaching skills enable children to develop the skills children need for their future learning and development. She is aware of the importance of working with parents to prepare children for their transition to school.

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

The childminder has a secure understanding and makes sure she is meeting the requirements of the Early Years Foundation Stage. She keeps up to date with changes and adjusts her practice and children's development records to reflect the revisions. The childminder has good childcare skills and clearly understands how children learn. She provides a stimulating range of activities that support all areas of their learning in the short time they are in her care after school. She obtains useful information from parents to enable her to have a good understanding of individual children's need. She uses this information and her observations to effectively plan for children's interests and progress.

Children stay safe in the childminder's care as she has a clear knowledge of procedures to follow to safeguard children. She has a secure understanding of her responsibility towards the protection of children. She shares written policies with parents and knows the procedures if she has a concern about children's welfare. The childminder provides a safe and secure home as she has robust risk assessment and daily checking procedures. She allows older children to play upstairs whilst using a listening monitor to make sure they are safe and happy while she cooks their tea. The childminder maintains a very clean, welcoming and well-organised family home where the children play happily. She has good hygiene procedures, which help reduce the spread of any infection. She has effective procedures in place to promote children's welfare to administer medication and report any

accidents.

The childminder has a friendly manner and quickly develops strong partnerships with parents. She values their knowledge of their children and shares ideas so that together they can provide consistent care and learning for the children. The childminder establishes good links with other settings children attend. She makes sure she stays informed about school and pre-school themes so she can share in children's learning at her house. The childminder is well motivated and enthusiastic about childminding. She reflects well on her provision and uses a written self-evaluation form to identify her strengths and areas for improvement. She involves parents through her feedback questionnaires. Parents provide very positive comments saying that they are 'delighted with service the childminder provides, it is a fun place with lots of great activities'. The childminder assesses her professional development needs and is keen to increase her knowledge and skills through ongoing training. She plans to attend training for the provision of care and learning for young children under three years.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within

	12 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	EY441690
Local authority	Buckinghamshire
Inspection number	806961
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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 that are usually their 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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