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| Inspection date | 07/01/2013 |
| Previous inspection date | 25/02/2011 |

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The quality and standards of the early years provision

This provision is good

- The childminder has made good progress since her last inspection and demonstrates a secure understanding about children's play and learning.
- Children engage well in their play and enjoy a broad range of toys and activities which support their learning across all seven areas of learning.
- Children's routines are followed well which adds to their contentment and security. They have therefore settled well and are happy in the childminder's care.
- Policies are shared with parents and therefore they understand the procedures which keep their children safe and support their well-being and health.

It is not yet outstanding because

- While the childminder communicates well, both verbally and non verbally with the children, fewer activities are organised to more fully support children's acquisition of language through repetitive rhymes and stories and building on the words and phrases they already say.

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 interacting with the childminder and her assistant in their play.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector engaged in conversation with the children, the childminder and her assistant.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 1999 and lives with her husband, adult son and three children in Gerrards Cross, Buckinghamshire. The downstairs of the premises are used for minding purposes. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She works with an assistant. Currently she has three children on roll within the early years age range who attend on a part-time basis.

What the setting needs to do to improve further

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

- promote children's language further by: a) using greetings in children's home language; and b) building on children's vocabulary by offering choices in play, talking about activities they enjoy and reading stories with repetitive phrases and structures.

Inspection judgements

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

Children benefit from a broad range of resources and play activities which overall support their development across all seven areas of learning. They are happy in the childminder's care and have warm bonds with her and her assistant. Children freely choose their play and benefit from stimulating and interesting experiences which they are eager to join in with. For example, they construct and build with blocks of differing sizes, shapes and colours or look after their dolls. Children delight in changing their doll's clothes and nappies, pouring tea from the tea pot and engaging in imaginative roles. Babies laugh and giggle when watching the childminder and her assistant engage with them. They make eye contact and facial expressions to secure babies' self-confidence. The childminder is supportive of children's home language and has started to make herself aware of some key words. Both the childminder and her assistant use successful interaction and open questions with toddlers and they tune in to the noises babies make. They take time to include songs and rhymes into play opportunities in order to enhance early language. However, the childminder and her assistant seek fewer opportunities to promote children's language further by offering choices, talking about activities as they play and reading stories with repetitive phrases.

The childminder has enhanced her understanding of how children develop since her last inspection. She has secured a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder is confidently able to demonstrate an effective knowledge of the progress children are making and how she plans activities to meet their individual interests, routines and needs. Overall she has a good understanding of children's backgrounds and their starting points which she gains through discussions with parents. Her regular observations are shared with parents who, as a result, understand their children's accomplishments and what they enjoy doing day-by-day.

Children are keen to learn actively. They are acquiring the important skills needed within their personal, social and emotional development which enables them to feel content and settled. They enjoy playing and exploring and are making strong steps in the acquisition of their communication and language skills, as well as their physical development. As a consequence, the childminder is therefore supporting children's readiness for the next stage in their learning and children are developing within their typical age/stage bands.

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

Children are happy, content and settled. The childminder provides a well resourced and welcoming environment which in turn means that children enjoy their play and feel included. Children have regular opportunities for outside learning and play. For example in the garden, on walks, visits to the park or local garden centres. Consequently, they benefit from these learning opportunities and thrive from receiving fresh air and exercise.

Children understand their routines and cooperate with these willingly. They have a close bond with the childminder and her assistant. They are confident to seek reassurance and support in their play, but likewise are happy and content in their lone play. As a result they have secure relationships with the people who care for them, but are developing their own independence. Children demonstrate consistent good behaviour.

Children enjoy healthy snacks and have started to make choices. They understand the benefits of healthy eating and enjoy the meals provided for them by their parents. Children take their naps according to their individual needs. The childminder enhances children's physical development by providing space so that children, and in particular babies, are able to move around and play in clear spaces. Children learn about their hygiene routines from an early age, for example they understand the importance of washing hands prior to eating.

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

The childminder has a good understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She acknowledges her responsibilities to safeguard the children she cares for and understands the procedures to take should she have a concern about a child in her care. She has completed safeguarding awareness training to further enhance this knowledge. The childminder holds a current first aid qualification to enable her to treat children's minor injuries. Parents understand her policies and procedures which promote children's health, safety and well-being. Risk assessments for the home further help to keep children safe.

The childminder has evaluated her practice and is motivated to secure her own improvement. She is confident to acknowledge her strengths and demonstrates a strong capacity for her continuous improvement. For example, she has enhanced her understanding of how children learn and develop since her last inspection and has already

planned further training for the near future.

The childminder works with an assistant childminder. Together they deliver engaging activities which take account of children's abilities and interests. As a result, children enjoy well planned and exciting opportunities and are stimulated and engaged in their play. Parents receive timely information about children's accomplishments and therefore understand how their children are progressing. The childminder understands the benefits of working in partnership with parents and others sharing care of the children in order to promote children's continuity of 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 | 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

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|------------------------------------|-----------------|
| Unique reference number | 139017 |
| Local authority | Buckinghamshire |
| Inspection number | 813944 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 25/02/2011 |
| 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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