

<b>Inspection date</b>	08/01/2013
Previous inspection date	06/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The childminder and parents work well together to help children overcome separation issues. This results in children building secure relationships with the childminder
- The childminder is attentive and supports children's learning through engaging them, and offering them choices.

#### **It is not yet good because**

- systems to assess and plan for children's development are not fully developed. As a result parents are not fully informed about how well their children are doing to help them support their learning and development at home.
- systems to monitor and analyse practices and to self-challenge in order to drive forward improvement are not yet sufficient to show how the childminder is developing her service.

## 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, discussed and looked at documentation provided by the childminder.
- The inspector read a letter from parents on the service they receive in order to ascertain their views.
- The inspector read the childminder's self-evaluation which was received during the inspection.

### Inspector

Carolyn Hasler

## Full Report

### Information about the setting

The childminder registered in 2006. She lives with her husband and two children in Chalfont St Giles, Buckinghamshire. Most of her premises is used for childminding purposes and there is a fully enclosed rear garden for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently childminds one child in the early years age group, as well as four older children who come for various sessions before and

after school. The childminder walks or drives to local schools to take and collect children.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve systems of assessment by observe children to understand their level of achievement, interests and learning styles, and use this information to plan challenging and enjoyable experiences for each child
- provide information to parents and carers about how the Early Years Foundation Stage is being delivered in the setting and how parents and carers can share learning at home

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

- develop rigorous self-evaluation which identifies and addresses specific areas of weakness, prioritising these for future action and takes into account the views of parents and children
- take more opportunities for continued professional development, for example by attending training courses.

### **Inspection judgements**

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

Children enjoy their time with the childminder and make progress in their learning. They enjoy a range of exciting activities such as cooking and creative art work. The childminder is attentive and supports children's learning through engaging them and sustaining their interest. For example during a cooking activity children join in mixing the ingredients and measuring flour. Children state they enjoy cooking. They use words such as 'gooey' and talk about the colour of the mixture. Children generally show all the characteristics of wanting to learn. For example, they engage in learning, are motivated and show they have their own ideas. However, the childminder is not fully successful in assessing children's abilities through observations and evaluating what they can do. She has a general awareness of what children can do and achieve. However she does not use her understanding to make sure children take part in activities that always challenge them effectively to support their learning. The childminder talks to parents each evening and shares what children have been doing throughout the day. However, she does not always

share precise information about their learning which does not always support learning and development at home.

In general, children are gaining skills in the prime areas of learning. They show that they are confident and can act independently by trying to do things for themselves. Language flows fluently as they play, offering opportunities to talk about people they know their interest and they recall recent events. Their attention and listening skills are good. They show some physical dexterity in managing tools, such as cutlery and pens, and actively move around exploring the environment. These skills help them to be more confident in working within the other areas of learning.

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

The childminder and parents work successfully together to help children overcome separation issues through initial home visits and play dates. This has resulted in children building secure relationships with those key people who care for them regularly. The childminder's links with parents also help her to engage parents in conversations about their child's uniqueness. Children gain confidence in social situations. Regular opportunities to meet up with other children, such as at toddler and pre-school groups, help children feel confident in the company of others. The childminder reports that children enjoy playing with other children and join in with group activities while attending other settings. This also broadens opportunities to learn about other people and the community they live in. Children learn about and respond positively to the boundaries the childminder sets for them. This demonstrates that they are gaining an insight into their own safety. Parents report how well children behave because of the childminder's teaching of good behaviour and manners.

Opportunities to gain skills and be physically active are available to children. They enjoy experiences, such as playing football or jumping on the trampoline in the garden. In addition, visits to the park help children to gain self-assurance in being physically active. Children show understanding of their own bodies, recognising signs of hunger and thirst or tiredness. They independently access the bathroom areas and understand the importance of hygiene routines. They are beginning to build self-help skills further through practising tasks, such as managing clothing and fasteners for themselves. In general, children receive a balanced diet. The childminder plans to engage children in growing vegetables in their allotment later in the year to encourage them to try new tastes.

Overall, the childminder provides a suitably engaging environment where children can choose from a range of activities. Children are gaining mathematical skills such as counting and recognition of numbers. They are learning their letters and practicing blending these together to form key words, such as their names. Children have opportunities to use tools such as pens in order to gain writing skills. Together with social and independence skills children are gaining the skills they need to support their transitions into school.

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

The childminder demonstrates a sound knowledge of how to identify and report safeguarding concerns. Vetting procedures are in place for all adults living on the premises and the childminder checks the identification of visitors at her door. She has policies and procedures in place to safeguard children's welfare and safety. These include the use of mobile phones and cameras. In general, the childminder maintains the safety of the premises and takes steps to keep children safe.

The childminder has maintained her first aid training. The childminder evaluates some aspects of her practice and is able to identify her strengths particularly around the care she offers. She has a suitable understanding of how to support children in their learning and development. However, her evaluation of her practice has failed to identify that she does not have robust systems for clearly identifying children's next steps in their learning. She has not attended any training since her last inspection which has impacted on her ability to develop her provision although she does express interest in attending training in food hygiene and safeguarding.

Parents are clearly happy with the service they receive and they are given a range of information from the childminder. However, they do not receive full feedback from the childminder in order to know how they can fully support children's learning while at home. The childminder is more successful at working with other early years providers in blending their curriculum with activities children engage in during their time with her. For example, she incorporates the information she receives from other providers into the 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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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

<b>Unique reference number</b>	EY332693
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	815122
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	

<b>Date of previous inspection</b>	06/12/2010
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<b>Telephone number</b>	
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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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