

Inspection date	08/02/2013
Previous inspection date	20/09/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Systems to supervise children are not always adequate. This weakness compromises children's safety and is a breach of requirements.
- Assessment systems are weak. The childminder does not establish children's capabilities when first attending, so cannot report their progress accurately.
- Systems to monitor and analyse practice to drive forward improvements, including professional development, are weak and do not result in sufficient improvements for children.

It has the following strengths

- The childminder works with parents to meet children's care needs when they first come to her so they settle well.
- The childminder gives parents information about children's welfare and what they have enjoyed doing throughout the day, which helps to meet some of their needs.

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 reviewed a sample of relevant documentation including the childminder's self-evaluation of her provision.
- The inspector read two letters from parents to ascertain their views.
- The inspector observed and discussed the practice of the childminder and watched children's activities.

Inspector

Carolyn Hasler

Full Report

Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children. They live in Pitstone in Bedfordshire. There is an enclosed garden available for the children's outside play. Her home is within walking distance of local shops, parks, pre-school and school. The childminder currently has two children on roll in the early years age range and a further two children who are in the compulsory part of the Childcare Register age range. Children attend for various days and sessions.

What the setting needs to do to improve further

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

- improve the supervision of children on outings to ensure they are usually within sight and hearing, and always within sight or hearing of the childminder
- improve systems to evaluate and monitor the provision, so these accurately identify areas for development and drive continuous improvement effectively.
- develop observation and assessment systems in order identify children's levels of achievement, interest and learning styles; use the findings to shape future learning experiences that are tailored to meet children's individual needs and provide an accurate summary to parents for the two year progress development check

Inspection judgements

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

The childminder has insufficient understanding of how to promote the learning and development requirements of the Early Years Foundation Stage. The childminder collects helpful information from parents when children first start to support their welfare. She is less effective in engaging parents in conversations about what their children know and can do prior to starting, so starting points are not established. Observations are vague and ineffective. They do not establish children's capabilities and how the childminder can plan to further support children and help them develop good skills for their future learning. This

weakness means it will be difficult for her to judge their progress and subsequently report accurately to parents for the required progress check for children aged two years. Despite these weaknesses, she offers an environment where children have a range of resources to support learning through play.

Toddlers are gaining skills in communication. They enjoy babbling and joining in with conversations. They listen to others and show some understanding of language using the odd word to communicate their meaning. They are gaining mobility skills, moving around the environment through 'bottom shuffling' and crawling. They enjoy practising standing by holding on to furniture. They walk with the aid of the childminder from one activity to another. They appear happy and secure in the company of the childminder and her family. The childminder provides parents with some useful information about their children's day through a home to setting diary. This system gives parents information on children's welfare and what they have enjoyed doing throughout the day. The childminder spends time with parents talking to them about children's achievements. She feels the information she shares with parents gives them a greater understanding of what children would like to play with at home.

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

The childminder supports both the child and parents. Children settle in because the childminder understands their individual care needs. The childminder and parents work together to ensure children form secure attachments with her. Children are happy to play independently or alongside others, showing their developing independence. They test out what is acceptable and unacceptable behaviour by studying reactions. Overall, they are learning boundaries as the childminder shows them how to behave by example. This model helps children understand how to keep themselves and others safe. The childminder provides a variety of play resources to help children think about other people and communities different from themselves. She discusses diversity to support children's understanding of differences and similarities.

The childminder teaches children sensible hygiene routines, such as when they should wash their hands. She practices such routines herself, setting a good example. Children feed themselves and choose between several fruits showing early skills in independence and decision-making. The childminder ensures children receive a healthy and balanced diet and encourages children to try new flavours. She makes sure that children go outside daily. They enjoy bouncing on the trampoline and walking around the garden discovering all the exciting and different experiences there. This exercise ensures toddlers build up muscle strength in order to develop the confidence and skills to walk independently. Both environments, inside and out, are resourced relatively well.

The effectiveness of the leadership and management of the early years

provision

The childminder has a sound knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, but she has not paid due regard to implementing all requirements in her everyday practice. Following a complaint to Ofsted, an investigation shows that she has not kept children within sight or hearing at all times when on outings, which had the potential to compromise their safety, impact on children's well-being and is a breach of requirements. She maintains a safe home by completing regular risk assessments to reduce any possible hazards, so children play in safety. She understands her duty in regard to child protection and knows the procedures to follow should she have concerns about a child's welfare.

The childminder does not implement an adequate observation, assessment and planning system, which remains as an area to improve from her previous inspection. This weakness means that the childminder has too little knowledge of children's individual learning and development needs, so cannot plan to meet these suitably. Assessments lack an accurate picture of what children can do and this means that planning is not matched sufficiently to children's needs in order to help them make better progress.

The childminder has made some improvements by responding to some issues raised at the last inspection in relation to hygiene issues. Although she evaluates her practice, the information gained is not used adequately as an ongoing tool to develop and improve it. Her self-evaluation lacks careful monitoring systems and does not show an accurate picture of how she has developed her service over time. The childminder has maintained her first aid training and attended a safeguarding course but has not developed a programme of professional development to improve her practice based on careful analysis of need, in order to drive improvement well.

The childminder works more successfully with parents when sharing developmental information from other early years provisions. She understands the value of using this information in conjunction with what she knows about the children. As yet she has been unable to use this knowledge to fully support children's learning and development.

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 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 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	EY424457
Local authority	Buckinghamshire
Inspection number	903399
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	20/09/2011
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, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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