

Inspection date

Previous inspection date

18/03/2013

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

- The childminder organises her home effectively providing a welcoming child-friendly environment, where children are happy, confident and play well.
- Children's learning and development is good because the childminder observes and plans effectively for children's progress as she is knowledgeable about the Early Years Foundation Stage.
- The childminder develops effective working partnerships with parents; they share information well about the children, which provides consistency in their care and learning.
- The childminder is well motivated and enthusiastic about childminding. She reflects well on her practice to make changes and plans well for her own development through training.

It is not yet outstanding because

- the provision for outside play does not fully include a wide variety of opportunities for children who learn best in an outdoor environment.

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 children in the early years age group.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
- The inspector reviewed documents, sampled policies and records relating to children's development.
- The inspector considered parents' views from letter for inspection.
- The inspector viewed the areas of the property used by children.

Inspector

Carol Willett

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young child in a house in Aylesbury, Buckinghamshire. Children use the ground floor only and have access to the garden for outside play. The childminder takes and collect children from local preschools and schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for seven children, of whom three are in the early years age group, and one is over eight years.

What the setting needs to do to improve further

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

- develop the outside play area to provide a variety of resources and activities, such as sound and number lines, to maximise the learning opportunities for children who learn best in an outdoor environment.

Inspection judgements

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

Children make good progress in their learning as the childminder plans effectively for their progress through adult-led and child-initiated play. She has a good working knowledge of the Early Years Foundation Stage and makes good provision for all learning areas. She organises her house and resources well to provide a comfortable homely indoor environment. Her caring affectionate manner helps children settle quickly and enjoy their play. The childminder quickly gets to know the children well. This enables her to provide toys, activities and outings to suit their interests and stage of development. She regularly observes children's achievements and accurately tracks their progress accurately in their learning journals. As a result, she provides activities that meet children's next steps, and children make good progress from their starting points. The childminder provides well written summaries to show children's progress which she shares with parents. She effectively completes the two-year check in order to give parents a full picture of their child's development at that age. However, the resources in the garden mainly provide opportunities for physical development. The provision for outside play does not fully include a wide variety of learning opportunities for children who learn best in an outdoor environment. For example, there is no sound and number lines or print, to enhance children's listening, mathematical and literacy skills.

The childminder has good interactive and teaching skills, which helps her develop children's communication and language well. She enjoys training and uses the knowledge

she gains to improve her practice, such as in developing children's speech. She joins in with children's play and introduces new words. Children love to look at books and complete jigsaws. The childminder develops children's mathematical and number skills well as they play. She encourages children to count the cars and talks about shapes in the jigsaws. Children learn about numbers as they count and sing number songs. The childminder takes children on a wide range of outings to local parks and toddler groups and on buses and trains. This develops children's interest in the natural world, their local community and their social skills. Children learn about different people and cultures through planned adult-led activities, including craft and baking. The childminder provides encourages children's developing physical skills as they try and put coats and shoes on for school collections.

Children enjoy a wide range of activities and play with pushbutton musical activity toys as they learn early technology skills. Older children develop good skills as they use the childminder's laptop. She skilfully supports and guides them through the appropriate children's programmes. The childminder provides familiar daily routines so young children are settled and secure. The childminder has good story reading skills so children are interested and become fully involved in the books. She has good questioning skills to encourage children to think for themselves. They happily join in with familiar songs and make animal noises to Old McDonalds farm. The childminder has a good range of resources to support children's imaginative play. They thoroughly enjoy playing with small world toys and develop their imaginative play as they fly helicopters, play with cars and animals. The childminder ably develops children's confidence, communication skills, and independence, which help prepare them well for the next stage in their learning.

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

Children are confident, lively and secure in the childminder's care as she quickly develops close and warm relationships with them. She treats children with affection and responds well to them so they are relaxed and enthusiastically explore the toys in her home. Children's self-care skills develop well as the childminder encourages them to put on their coats and shoes. She promotes children good health through well embedded hygiene routines and procedures, which limit the risk of cross infection. Children learn about good hygiene practices and they happily go to wash their hands before meals. They talk about which colour towel belongs to whom and the importance of clean hands. The childminder provides children with well-balanced snacks and lunches, which they enjoy and eat well. Children freely access their drinking cups as they begin to recognise their body need. The childminder liaises well with parents to find out about children health and dietary needs. She keeps them well informed about what children like and eat and any new foods she intends to introduce. She displays her weekly menu and asks children what they would like to eat and incorporates this into the menu. This practice encourages children's sense of belonging.

Children mostly behave well given their ages and stage of development. The childminder uses a firm tone of voice and calmly gives clear and consistent explanations of why behaviour is not acceptable. She helps children learn to say no to other children who try

and take toys of hurt them. This helps children develop a strong sense of self. The childminder consistently praises and encourage children as they play, which helps ensure children know how to behave well and feel safe and secure. The childminder provides a safe and secure learning environment. Children learn about safe behaviour as the childminder teaches them about road safety on outings and as they walk to and from school. The walk and fresh air promotes a healthy lifestyle. Children further develop good physical skills as they use the garden and visit the local park and soft play centres. Children learn how to keep themselves safe in their play as they safely use the larger play equipment. The childminder reminds them to help pack away some of the toys so they do not trip over. The childminder has a good range of good quality toys that are easily accessible in low shelving units. The toys available actively engage children's interest and support their progress in all areas of learning.

The childminder ably helps children begin the process of transition into school and preschool. They meet different adults and learn to be part of a larger group of children as they attend local children's groups. They become familiar with the local school as they go with the childminder to take and collect older children. These measures help prepare children well for the next stages of learning.

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

Children stay safe as the childminder organises her home well to provide a safe welcoming play environment. She has a good understanding of the safeguarding procedures. She has a written policy and knows what to do if she has concerns about children in her care. There are effective risk assessments for her home and all places she takes the children. She takes positive steps to minimise hazards. For example, she has a safety gate on the stairs and to limit children's access to the kitchen. The childminder develops children awareness of keeping themselves safe during outings and daily activities.

Children enjoy their time and play well as they childminder provides a wide range of good quality toys. These are safe, clean and in good condition. The childminder promotes children's welfare effectively; she obtains relevant information about their dietary and health needs prior to them starting. She obtains written consents from parents so she can follow their wishes. The childminder completes first aid training so she knows what to do if children have accidents in her care. She carefully keeps records of any accidents and medication given.

The childminder develops successful partnerships with parents as she is friendly and welcoming. Parents are happy with the care their children receive and they provide positive comments in letters for the inspection. The childminder shares information well with parents, about children's care needs both verbally and through written daily diaries. She effectively shares children's development records and provides a well written summary of children's progress. These measures enables parents to be fully aware of their children's care and learning needs and to be involved in planning for their development. The childminder is aware of the need to liaise and work together to plan for children's

learning when they attend other early years settings.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and of current guidance. She is skilled at recording her observations and making links to the areas of learning. This means she has a good awareness of children's stage of development and how to plan for their progress. The childminder has made an enthusiastic start to childminding. She has good procedures for monitoring her practice. She uses the Ofsted self evaluation form, feedback from parents and observes the children well. This gives her a good awareness of her strengths and areas for improvement and her training needs. The childminder is keen to develop her knowledge and understanding through training and provide good quality childcare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY451366
Local authority	Buckinghamshire
Inspection number	882975
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
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, 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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