

## Inspection date

Previous inspection date

22/07/2013

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 premises are resourced well so that children are supported well and motivated to learn, making good progress in their learning.
- The childminder has a thorough understanding of children's safety, security and well-being. She helps the children understand how to keep themselves safe, for example by talking about road safety when they are walking to the park.
- There is a strong partnership with parents who are fully informed about their children's learning and development. The childminder asks their views regularly so that she can make changes as the children's need change.
- The childminder uses positive language and deals with the children in her care very calmly. This helps children make the right choices and develops secure and trusting relationships.

### It is not yet outstanding because

- There are fewer opportunities for children to develop their early reading and writing skills in the outdoor play area.

## 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 present playing indoors and outdoors engaged in different activities.
- The inspector reviewed children's records and a sample of other relevant documentation such as risk assessments.
- .The inspector talked with the children present on the day of the inspection.
- The inspector held discussions with the childminder about her procedures and systems including her assessment of the children's progress.

## Inspector

Gill Walley

## Full Report

### Information about the setting

The childminder was registered in 2013. She lives with her husband and school age child in a house in Aylesbury in Buckinghamshire. Children have use of all rooms on the ground floor including the lounge, kitchen/diner, toilet and conservatory. There is an enclosed garden available for outdoor play. The family has two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom one is in the early years age range. The childminder holds a level 3 childcare qualification.

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

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

- strengthen opportunities for children in developing their independent literacy skills, for example, by providing more reading and writing resources in the outdoor area.

## Inspection judgements

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

The childminder provides a good range of interesting toys suitable for young children which develop their skills and curiosity well. The premises are child-centred and toys are easy to reach so that children can choose what they want to play with. Children develop their creative skills well, for example by making pictures using their hand prints. There are sorting and matching games which develop children's early understanding of some mathematical concepts. There are puzzles which develop children's ability to solve problems. They learn to count money when they are pretending to shop and they play with a clock so that they begin to recognise the time. The children begin to recognise numbers and letters of the alphabet together with the responding letter sounds. They learn to write their names. Children develop their imagination well, for example by dressing up in different outfits, and through role play. They build dens in the garden and imagine these are places such as a vet's surgery. There is a good range of pencils and crayons so that children develop some early writing skills. There are many books which children can look at or which they can choose for story times. However, these are not so readily available in the outdoor area. Many of the toys, such as the workbench and the garage, expand children's own experiences and provide good opportunities for conversation.

The childminder talks to the children in her care constantly, increasing their vocabulary and encouraging good speaking and listening. She models language well and encourages the children to explain their ideas and understanding. The childminder provides children with a wide variety of stimulating experiences, and regularly takes them to local shops and library. She makes good links between activities such as shopping for groceries then preparing the food for their lunch. She uses these times well to talk to the children about road safety, the things they notice when they are outdoors. They discuss how these link to what they already know, for example by identifying the colours of vehicles. The childminder tells parents the day's planned activities so that they can extend these activities at home if they wish to. Children can develop their physical skills well when they play in the park, and also in the childminder's garden where there is a slide and space for small games such as skittles. They grow strawberries and herbs and they watch and talk about the birds which visit the birdfeeder. The children visit the woods at different times of the year and develop their understanding of the environment by comparing what they see in each of the seasons. They learn to read a map and to follow directions. They identify trees and their leaves. The children learn about textures, flavours and measuring when they bake cakes or make fruit drinks.

The childminder provides toys which are suitable for the range of children's ages and their individual preferences. The childminder plans activities which will enthuse the children and develop their skills, for example by cutting out pictures from favourite catalogues to develop the use of scissors. She helps the children to develop an understanding of equality and the society in which they are growing up through the provision of multicultural toys, games and books.

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

Children are well cared for in a relaxed and friendly atmosphere. Children learn to share toys well and take turns when they play with the other children at the end of the school day. This also supports the development of their social skills and confidence. They concentrate on activities such as building a marble run for sustained periods, developing good skills in solving problems. The childminder has high expectations of children's behaviour and is a good role model. She is consistent and patient, and she uses praise and positive language to help children make the right choices and understand boundaries. There are posters reminding the children of the way she expects them to behave which they can refer to. The childminder helps to ensure that children are happy and enjoying themselves so that they form trusting relationships with the childminder and her family. Children understand how to leave in building in an emergency because this is practised regularly. They learn to be independent, for example by finding their shoes and coat when they are going out, by tidying toys away and by choosing snacks. The childminder praises children frequently for showing good manners and being helpful. She checks constantly that they are enjoying what she had provided for them. The childminder understands the needs of children's families well and adapts her provision to support them well. Children

often take comfort from looking at the albums the childminder has made with photographs of their families. They can also bring toys from home if they wish to and this often helps them to adjust to the new environment when they first start attending.

The premises are safe and hygienic, and children learn to follow good hygiene routines and wash their hands at appropriate times. There is a safety gate so that the children cannot go upstairs. Children play in a safe and secure environment where the childminder always has the children in her sight. She follows very good procedures when she takes children out and supervises children closely. The childminder helps children to become more independent, for example by peeling and chopping their fruit. She demonstrates tasks and encourages the children to copy her. The childminder supports children with special educational needs and those learning English as an additional language well. She seeks the appropriate advice and expertise from external agencies and works in partnership with parents. She identifies areas where children need further support such as articulating certain sounds. She adapts activities and resources so that all children can make equally good progress.

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

The childminder has rigorous policies and procedures in place to ensure that the children are safe in every situation. Parents receive copies of these so that they understand the childminders responsibilities. She has a range of strategies in place to keep children safe which includes effective risk assessments. Toys and equipment are of good quality so that they are safe to play with. The childminder demonstrates a good understanding of safeguarding children and updates her training regularly. The childminder has a strong partnership with parents and is in touch with them frequently by whatever method they prefer. This keeps them well informed about their children's learning and development and reassures parents that their children are settled and happy. She invites them to tell her the experiences children have enjoyed at home and she incorporates this development in her planning. The childminder understands the needs of children's families well and adapts her provision to support them well.

When children first start attending the childminder asks parents for detailed information which helps her to decide what activities and toys children will enjoy so that they settle easily. The childminder keeps photographic evidence of the children's progress and observes children while they are playing, noting what they achieve and enjoy in daily diaries and sharing this with parents. She observes children closely and keeps good records of the progress they make. She uses this information well to identify the next steps in children's learning and to ensure that they make consistently rapid progress in different areas of learning. The childminder keeps samples of the children's work in scrapbooks which they can show their parents. This enables parents to understand how their children are learning and to develop this further at home if they wish to. The childminder also works in partnership with other settings the children attend so that she

can make links with the experiences the children have in other places. The childminder understands the purpose of specific checks on children such as the two year progress report.

The childminder is very ambitious and reflective. She evaluates her provision well to identify anything which could improve and this involves parents' views. She seeks ways to increase the range of experiences for the children. For example, the childminder has recognised the need to increase the opportunities for their physical 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

<b>Unique reference number</b>	EY453176
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	901149
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, 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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