

Inspection date	13/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- Children settle very well because the childminder understands their interests and starting points.
- The childminder provides children with a broad range of toys, resources and activities to promote their learning in all seven areas. Consequently, children are making good progress.
- Children's behaviour is very good. They show respect for each other and the childminder.
- The childminder is skilful at extending children's learning opportunities and in ensuring that all children join in with activities. Therefore children feel valued.

It is not yet outstanding because

- Although the childminder has started to help parents understand the progress their children are making and to make links with other professionals sharing the care of the children, this is still in its early stages.

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 their play and in their interaction with the childminder.
- The inspector engaged in conversations with children and the childminder.
- The inspector spoke with the childminder about how she plans children's activities and how she works with her assistants.
- The inspector sampled the childminder's documentation and children's records.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2013. The childminder works from her mother's home in Marlow, Buckinghamshire. Living at this address are five adults and one baby. Of these adults, three work with her occasionally as her assistant. The whole house is used for childminding, with bathroom and sleeping facilities upstairs. There is a secure garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has a pet cat. Local facilities are within walking distances, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- build on the establishing partnerships with others sharing the care of children at other settings, and extend the systems to share all children's progress with parents.

Inspection judgements

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

Children enjoy a very broad range of toys, resources, activities and outings that promote their learning and development very well in all seven areas of learning. Children can easily select these resources and toys for themselves, or choose them from their 'choosing board'. The childminder considers children's starting points and tracks their developmental progress well. She confidently collates her observations within a development record to plan effectively for children's next steps in their learning. The childminder uses planned topics to build on the activities for individual children. She is very confident in adapting learning to meet children's ability and/or developmental stage so that they can all join in and take part together. For example, children share a messy play idea based on the topic of transport. They mix flour and water into a paste and carefully pour this into trays. The childminder encourages the children to be curious by offering suggestions about what to do next. Children therefore explore with their hands and fingers, discuss the texture saying it feels 'sticky' or that it has 'gone smooth'. Children run toy cars through the paste and identify that the line is 'squiggly'. Younger children decide to make their marks by using a spoon rather than their fingers. These well planned, but simple, activities help children to communicate their ideas, develop physical skills and make connections through sensory play.

Children are making progress in relation to their starting points. Their understanding of

language and speech development is promoted well by the childminder's effective teaching skills. She communicates verbally and non-verbally and provides children with time to respond as well as time to play freely. Younger children babble and interact with the older ones as they play. Older children engage in their imaginative role-play and pretend they are having a party. They write their invitations and hand these out then collect up presents for the party. Younger children are delighted when they receive an invitation too. They later cuddle their dolls and rock them to sleep before putting them into the toy cot. The atmosphere is happy, calm and relaxed. Children have fun. They demonstrate their readiness for the next stage in their learning.

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

The childminder's home is welcoming to children. She organises the broad range of stimulating toys and resources so that all children can easily reach them. Children also benefit from regular opportunities to play and learn outdoors. They therefore receive plenty of fresh air and exercise and enjoy a range of outings that promote their understanding of the wider world. For example, the childminder explains to one of the newly attending children about a visit to a farm and the animals children had seen and fed.

Children behave very well and show respect for one another and their surroundings. Parents provide lunches for their children and the childminder complements this with evening meals and healthy snacks. She understands children's preferences, and any allergies, through her discussions with parents. Snack times are sociable and provide children with opportunities to learn about healthy foods and good hygiene routines. Children are becoming confident in their understanding of this and in washing hands prior to eating or after messy play activities for example.

Children have a warm relationship with the childminder and are happy to chat with her about what they are doing. The childminder listens and responds to what the children say. Younger children are content to snuggle up with her for a cuddle, demonstrating they feel safe in her care. Children play together well because the childminder is very confident in adapting activities and play ideas so all children feel valued and confident to join in. For example, younger children watch the older ones building the train track, working out how many curved pieces there are. They copy the older children by trying to fit together the next piece of track. Together children make noises to imitate the train and count together how many trains are moving on. Children are therefore, developing securely in their social interactions and as a result, show appropriate readiness for the next stage in their learning.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She confidently demonstrates her understanding and

responsibilities in relation to safeguarding children and is aware of the procedures to take should she have a concern about a child in her care. She shares her robust policies with parents so they understand the procedures in place that promote their children's safety, health and well-being. The childminder conducts a daily assessment of her home and completes risk assessments for any outings. As a result, children can play safely in her care. The childminder is aware of her responsibilities if working with her assistants and complies with the requirements.

The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. She plans effectively for children's learning and their interests. The childminder has recently taken on children who attend school or other settings. She has been proactive in thinking about how she will work in partnership with these. She has started to consider how she will complement the care children receive to promote their development further. For example, the childminder has given consideration to how she will work with the pre-school a child attends in compiling the progress check at aged two. There are effective systems to communicate with parents of younger children through a daily diary and parents are encouraged to be part of this. The childminder shares children's settling in observations and next steps with parents, although systems to continually share these effectively are ongoing. Nevertheless, the childminder demonstrates she understands the importance of promoting how parents can extend activities and children's learning at home and share their observations with her to enhance the outcomes for children further.

The childminder has reflected on her provision of care. She is able to highlight the strengths of her practice so far, and what she intends to improve on in the future, and demonstrates a good capacity to improve. Overall children are happy and developing securely. They demonstrate that they are learning the important skills needed to prepare them for the next stages in their 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 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	EY458238
Local authority	Buckinghamshire
Inspection number	908988
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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