

Inspection date

Previous inspection date

11/10/2013

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 inspector observed activities in the lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observational files, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took into account the views of several parents expressed in letters.

It is not yet outstanding because

- While children make good progress in their physical development, the childminder misses some opportunities to extend this through providing large portable equipment.
- The children's speaking and listening skills is not extended by, for example, discussing pictures, photos and stories about themselves or their families and other significant people.

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 activities in the lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observational files, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took into account the views of several parents expressed in letters.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and young family in Long Crendon in Buckinghamshire. The whole of the house is available for childminding and there is a garden for outside play. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 7.30am to 6.30pm Monday to Friday except for family holidays agreed in advance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding four children in the early years age range and they attend on different days.

What the setting needs to do to improve further

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

- introduce a range of large outdoor portable equipment for children to learn to move safely to create their own structures
- support children's communication and language skills further by, for example, talking about photographs of family members, significant people in the child's life and familiar everyday objects.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn and develop. She finds out all she can from parents to help her to plan well-balanced activities using the children's interests. Therefore, the children are curious and interested learners. The childminder has effective systems in place to assess the children's progress and to identify their next steps for learning.

Babies respond very enthusiastically to the childminder's warm and gentle interactions. They make various sounds and squeal with delight in response to the childminder chatting to them during play. They develop good eye contact and listen attentively. Babies have space to exercise and develop good physical skills as they crawl confidently to retrieve the bright and colourful toys. They build their knowledge of shape and size and develop small muscle skills as they post shapes and stack rings. Babies enjoy making marks with their fingers in paint and dough, which helps to develop their early writing skills. They begin to

show an interest in books and the childminder points out different animals and encourages them to listen to the sounds they make. A delightful activity for babies is exploring the objects and different materials in the treasure basket. They investigate natural materials such as seashells and pine cones and love banging wooden spoons to make sounds. Babies enjoy bobbing up and down to familiar music and the childminder encourages parents to bring music from home so that babies settle well and feel secure and relaxed in her care. Babies develop close relationships with the childminder and giggle and laugh in response to her playful interactions when, for example, playing peek-a-boo with a scarf.

Children enjoy learning about their local environment and observe animals such as sheep and cows. They have fun on walks through the woods when they collect conkers and leaves. Children develop good physical skills overall, as they climb trees, swing, slide and balance on apparatus. However, they do not have access to large portable equipment to encourage them to safely and imaginatively create their own structures. Children enjoy a wide range of art and craft activities and learn to use tools, such as scissors, with increasing control.

Children develop good speaking and listening skills during many worthwhile activities. However, the childminder does not make use of, for example, photographs of children's families and lives to further extend their communication skills through discussions. Younger children develop early writing skills as they make marks in paint, gloop and sand. More able children begin to write for a purpose, for example, writing shopping lists to take to the shops to buy the ingredients for baking cakes. Children have many good opportunities to develop early problem solving skills as they fit puzzles together and fill and empty containers in the sand and water play. Children acquire the skills, attitudes and dispositions they need in preparation for moving on to school.

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

The childminder places a strong emphasis on the children's well-being. Babies and young children enjoy cuddles, and delight in the attention from the childminder as she supports them in their play. The childminder's positive interactions and frequent use of praise reinforces children's feelings of self-worth and confidence. The childminder follows children's individual sleep routines and dietary requirements and, as a result, babies settle well and are content and happy.

There is a good selection of toys and learning materials overall, to meet the needs of the children attending. In addition, the childminder provides suitable equipment, such as car seats, a nappy changing mat, stair gates and a travel cot. The children learn to keep themselves safe as they use scissors carefully and when they practise the emergency evacuation procedure. Children know they must hold on to the push chair and are allowed to take small risks as they climb on apparatus and walk on different surfaces.

Children learn good hygiene practices such as washing their hands during the routine of the day. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents. She has good systems in place to protect children from

germs and for administering medication. The childminder caters for the needs of parents in relation to the provision of food. She provides healthy snacks, meals and drinks for children. The childminder helps children to develop an awareness of healthy eating by offering, for example, fresh fruit and yoghurt. Children enjoy sociable meal times as they sit comfortably in the high chair and on booster seats at the dining table. The childminder encourages babies to hold their spoon and feed themselves and offers lots of support for them to achieve this. Therefore, the childminder successfully promotes children's physical and emotional well-being.

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

The childminder is fully aware of her responsibilities to meet the safeguarding and welfare requirements. The childminder knows exactly what to do if she has safeguarding concerns for a child in her care. She is fully aware of the signs to look out for and the procedures to follow. Children benefit from effective risk assessments of the childminder's home, garden and outings. She identifies hazards and takes steps to minimise risks. The childminder accurately maintains all of the required paperwork to support the children's safety and welfare.

The childminder successfully promotes the children's learning and development requirements. She closely tracks the children's progress and carries out the progress check for children aged two years. The childminder knows the children really well and caters for their individual interests. She liaises with children's school teachers to support and further complement children's learning during the time they spend with her.

The childminder shares good quality information about her service and the learning programmes with parents to encourage effective partnerships. Parents are very complimentary about the childminding service they receive. They state that they are pleased their children are out and about exploring in their local environment. Furthermore, parents like to receive texts and photographs during the day because this is reassuring for them.

The childminder reflects well on her new childminding service to identify her strengths and areas for further development. She is keen to build on her knowledge and skills by attending training courses. Others involved in her self-evaluation include the children and their parents. Children are encouraged to express their views about the activities they would like and parents' views are valued and used to meet the individual needs of the children.

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	EY458717
Local authority	Buckinghamshire
Inspection number	935466
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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