

Inspection date

18/12/2013

Previous inspection date

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 understands how children learn and develop. She supports all children to make good progress towards the early learning goals through child-initiated play, structured activities, and a range of stimulating outings.
- The childminder is enthusiastic and shows a strong commitment to continually developing her practice to improve outcomes for children.
- Children feel safe and comfortable with the childminder, who establishes very warm, affectionate bonds with them. This helps children to feel safe, settled and secure while they are in her care.
- Children benefit from the strong partnerships that exist between the childminder and parents. They regularly share information to support children's care and learning.

It is not yet outstanding because

- The childminder does not always provide opportunities for children to independently practise new skills.
- There is not a fully effective system in place to consistently monitor children's progress so that any potential gaps in development are clearly identified at an early stage.

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 conducted a tour of the premises during the inspection.
- The inspector discussed the childminder's practice and safeguarding procedures with her.
 - The inspector looked at children's assessment records, evidence of the suitability of adults living on the premises, a selection of policies, safety procedures and children's records.
- The inspector observed a range of indoor learning activities and children having their snack.
- The inspector took into account the written views of parents.

Inspector

Lorraine Pike

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two young children in the Chesham area of Buckinghamshire. Most areas of the home are available for childminding purposes. There is a large enclosed garden for outdoor play. The childminder regularly visits toddler groups and the park. She collects children from the local schools and nurseries. The family have rabbits as pets. There are currently two children on roll in the early years age group. Children attend on various days. The childminder operates Monday to Friday, all year round from 8am until 6pm.

What the setting needs to do to improve further

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

- create more opportunities that enable children to continue to build on their existing skills by providing them with time and resources to practise these skills independently
- extend the assessment systems so they more clearly identify potential gaps in children's learning.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of the Early Years Foundation Stage, and therefore, promotes children's learning and development well. She fully understands how to engage children by capturing their individual interests and having fun. This helps them move forward in their learning as they develop the characteristics of effective early learners. This prepares them well for the next stage in their learning.

Children enjoy their play and become active learners because they receive good quality support from the childminder. For example, they learn simple mathematical concepts as the childminder counts blueberries into their pot for snack; this encourages children to repeat the number names. Consequently, children are beginning to learn about numbers in relation to quantity. The childminder encourages children to think critically as she asks them if all the blueberries have gone. She allows plenty of time for children to think and respond. Therefore, the childminder also places a good focus on fostering children's communication and language skills. Children begin to explore new vocabulary because the childminder talks to them constantly about what they are doing. She repeats words children say to encourage them to respond to her, and this helps to promote their

communication and language skills and motivation to learn.

The childminder, through her enthusiasm and fun nature, instils in children a positive attitude towards learning. She teaches children that if they are unable to do something she will help them practise and learn until they can do it. She plans a wide range of stimulating activities. For example, children enjoy making Christmas sticker plates that help them to develop the fine muscles in their hands, in addition to their hand eye coordination, which will support them to use a knife and fork to eat. The childminder demonstrates how to peel off a sticker from the sheet. She encourages children to make their own choices of stickers and supports them by raising an edge of the sticker so they can easily peel the remaining off. Therefore, this makes the activity achievable, which motivates the children to focus for a sustained period of time as they explore how to separate the stickers when several get stuck on their fingers. As the children become more confident in their skills they are keen to have a go at peeling the stickers off the sheet themselves, however the childminder does not always provide them with the opportunity to do this independently. As a result, children are not always able to practise the new skills they have learnt.

The childminder provides children with a wealth of experiences through the activities she provides. For example, they visit a local toddler and music group, the park, soft play centres, trips to garden centres and daily visits to the school playgroup. These help to enhance children's understanding of the world and develop their physical and personal, social and emotional skills, as they become physically active and learn to play with others.

The childminder encourages parents to share detailed information about their children's starting points. This ensures that she is knowledgeable about the children's learning needs and able to provide appropriate and consistent care. Thereafter, the childminder uses ongoing observations of children to assess their progress. She skilfully plans for their next steps by using a web planner to ensure that all areas of the Early Years Foundation Stage are included. She maintains detailed development records with both written and photographic evidence of children's achievements. However, the childminder is not using a fully effective system to consistently track children's progress so she can promptly identify any potential gaps in their learning.

The childminder keeps parents informed and involved with their children's learning by suggesting ways in which they can support the learning at home. Discussion, regular emails and information shared in a daily journal promotes this well. As a result, children benefit from a consistent approach to their learning and development. The childminder understands her responsibility to provide parents with a short written review of their children's progress when they are between two and three years old.

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

Children are warmly welcomed into this nurturing and caring home. New children settle well and the childminder gives both the parent and child time to become familiar with their new surroundings. The childminder is clear about the importance of developing secure

attachments and supporting children's smooth transitions from home. She talks to parents about children's routines and individual needs to ensure she meets these needs. Children show through their play and interactions with the childminder that they feel secure. They snuggle up to her as they become tired, and laugh with delight as the childminder tickles them, this leads to trusting relationships and a strong sense of belonging.

The childminder includes all children in play and they have equal opportunities to access toys and activities. The childminder helps children understand positive ways to behave. She encourages them to share and to be kind to each other. Being aware of the boundaries and expectations also adds to the children's sense of well-being. Children develop good self-esteem and confidence because they receive plenty of praise for their achievements.

The childminder provides children with daily opportunities for fresh air and exercise. This, together with the provision of a healthy diet develops children's understanding of a healthy lifestyle. Children demonstrate they are developing skills to keep themselves safe. They practise the emergency evacuation procedures, and the childminder regularly reminds children of how to keep safe during their play, for example, when they stand on the sofa, she asks them to come down so that they do not slip. The premises are clean and well-maintained and good hygiene practices help to minimise the risk of cross-infection. The childminder enhances children's understanding of good hygiene procedures. She supports them to wash their hands before eating, explaining that 'they need to wash those germs away after playing outside'. Children actively contribute towards healthy practices as they help to wipe down the table after they have finished eating.

Children enjoy and are able to choose from a wide range of good quality play equipment that is organised to take account of both older and younger children. The childminder uses toys and resources effectively to promote children's all-round development. The childminder provides a good balance of child initiated and adult led activities during the day. She takes every opportunity to interact with the children and make their learning fun. For example, when children select the animal books the childminder demonstrates the sound of each animal, children repeat these sounds and they have great fun communicating with each other using different animal sounds.

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

The childminder has a good understanding of her responsibilities in meeting the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She organises her time and space effectively to provide children with a loving, nurturing and stimulating environment for their care and learning. The childminder takes positive steps to safeguard children's welfare. All of the required suitability checks are in place for all adults in the household. The childminder is well organised, and has a good range of written policies and procedures which she shares with parents. This means that parents are clear about her responsibilities and how the provision operates. The childminder has a detailed, safeguarding policy to underpin her practice. She understands

the procedures to follow if she has any child protection concerns.

The childminder promotes children's safety well. She risk assesses her home and outings she takes children on, to help to ensure children are safe at all times. She regularly checks children who are sleeping and she keeps a record of visitors to her home. The childminder asks visitors to read and acknowledge a list of 'things to remember' when visiting. This includes no smoking, an agreement not to be left alone with children and not to use bad language.

The childminder is enthusiastic and motivated to provide high quality care for children. She evaluates her practice and uses this process to reflect on her strengths, and to identify areas to develop. For example, she plans to further enhance her knowledge of the progress check for two-year-old children by attending training. The childminder is a member of a professional childcare association, attends a childminding support group and uses websites to keep up-to-date with topical issues. She uses the knowledge gained from this wide network of professional resources to continue to reflect and improve her practice.

The childminder establishes strong partnerships with parents. She consults them about every aspect of their children's care. A daily journal records how children spend their day. The childminder uses feedback forms to gain the parent's views about her service. Parents are full of praise for the childminder. They comment that the childminder is 'calm, fair and patient' and they are 'extremely happy' in the way their children are cared for.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459786
Local authority	Buckinghamshire
Inspection number	922541
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

