

### Inspection date

14/01/2014

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 demonstrates good quality teaching methods by skilfully questioning children to help them work things out, solve problems and think for themselves.
- The childminder forms strong relationships with parents, which clearly promote children's individual needs and progress.
- Children are kept safe as the childminder has a good understanding of the safeguarding and welfare requirements. This ensures their well-being is effectively promoted.
- The childminder provides plenty of opportunities for children to continue their learning during trips and visits to the local area. Consequently, children's experiences are enhanced and they become confident in taking part in new and interesting activities to securely support their developmental progress.

#### It is not yet outstanding because

- There are small gaps in the sensory equipment, writing materials and examples of print in the garden, resulting in some missed opportunities to fully support children's storytelling skills and imaginative play outdoors.
- The childminder does not fully encourage children to hear rhymes and stories in the home languages of their families, in order to fully recognise and value all languages spoken by children and their families.

## 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 on the ground floor of the premises and talked with the childminder and the children.
- The inspector looked at a sample of the children's records and a range of other documentation
- The inspector checked evidence of the suitability and qualifications of the childminder, the childminder's self-evaluation form and her improvement plan.
- The inspector took account of the views of parents from information included in the childminder's parental survey.
- The inspector undertook a joint observation with the childminder.

## Inspector

Sheila Harrison

## 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 husband and two school-aged children in a house in Chesham, Buckinghamshire, and uses the whole of the ground floor and the rear garden for childminding. The family has two pet cats.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently four children on roll; of these, three are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round from 7am to 7pm, Monday to Friday, except for family holidays.

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

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

- enhance opportunities for children to develop their imagination and storytelling skills outdoors, for example by providing additional role play materials, writing materials and examples of print for children to use in the garden
  
- enhance opportunities for children to recognise, value and use other languages during their play, to improve their learning even further.

### Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and how to promote learning. She is skilled in developing all children's communication and language. When speaking to the younger children, she introduces different tones and rhythms in her voice and there is close eye contact. This encourages them to listen and develop their language skills. Older children enjoy talking with the childminder. The childminder makes very good use of children's interests to develop their vocabulary and understanding. She introduces new words such as 'swamp' and 'volcano' and checks out children's perception and knowledge. The childminder encourages children to develop an interest in books and reading by asking them what they remember. Children are very proud of the books they have made about themselves and can talk confidently about the photographs they have included. The childminder has a wide range of fiction and non-fiction books that encourage children to read and learn about their interests in dinosaurs. She gently

introduces other languages. Children are aware that in other cultures the print is in different forms. She occasionally sings rhymes and has some books in Swedish. She learns a few words in the home language of bi-lingual children to their care. However, there are fewer chances for children to hear stories and rhymes in the languages spoken at home, to fully recognise and value the home languages of the family.

The childminder is very enthusiastic and demonstrates playful teaching, which enhances children's enjoyment, engagement and concentration. She provides new resources and plans exciting activities that are linked to children's interest. The childminder buries the new dinosaurs in the sand and provides water and dry, coloured rice for children to explore. She asks questions about what makes a 'swamp' and the properties of volcanoes. This encourages children to predict, speculate and draw conclusions that prompt their thinking and discussion. Young children enjoy the sensory experience of making marks in damp sand and dry rice. This helps them make good progress in their learning, to be ready for the next steps in their learning and eventually for school.

The childminder makes precise and systematic observations and assessments of children's learning and from these, she develops plans to help children make good progress. For example, the childminder provides the environment to help children take the next steps in their learning. Babies are encouraged to pull themselves up on the furniture and she introduces walkers to help them take their first steps. Children enjoy playing outdoors and the childminder has some exciting resources to help children make good progress in their physical development. However, the childminder does not maximise the use of the garden to extend opportunities for children to develop their imaginary and storytelling skills on a larger, more active scale and so fully extend their development.

The childminder works very closely with the parents, regularly discussing the children's development both with them and at home. She frequently sends home to the parents each child's learning record. This includes observations of the children at play, delightful photographs, accurate assessments of the children's development linked to all the areas of learning and the suggested next steps. The childminder completes the required progress check for two-year-old children comprehensively. Parents are fully involved in this process and help children's learning at home.

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

The childminder sensitively and skilfully helps children to form secure emotional attachments. She is warm and affectionate towards the children and quickly attends to them. The childminder knows the children well as she talks to them about their family, and this helps them settle quickly and easily. Through the frequent discussions with the parents, she provides care routines that match those that are used at home. The childminder is a good role model and she consults the children, giving them time to make their thoughts known. The childminder follows the children's lead as they express their wish to make a ladybird from the dough. This helps them to feel important and valued as individuals, and to develop a strong sense of belonging. She uses appropriate praise and explains the consequences of their actions. This helps children to learn to manage their

own behaviour and behave well. The childminder encourages children to develop their independence throughout the daily routine. They can independently access the toys and equipment, including the paper on the drawing easel. The childminder encourages the children to practise independently dressing and undressing themselves.

The childminder effectively encourages children to interact with others. She visits a monthly childminding group, so children can play with others. Children explore and gain confidence in new situations as the childminder takes them to local attractions. They learn to care for living things as they feed and stroke the animals during farm and zoo visits. The childminder visits the library and children borrow books, for example books on what happens at school. These growing social skills help children to prepare for their move onto other settings or school in the future.

The childminder supports children's knowledge about healthy living. Children have valuable opportunities to exercise during frequent outings to local parks. They learn to be safe without being fearful, for example as older children learn how to climb the ladder to the tree house safely. The childminder allows them to take manageable risks, and is watchful and attentive to keep them safe. Children are learning about healthy eating as the childminder provides nutritious, freshly-prepared meals. Children enjoy the social mealtimes and are eager to prepare for meals by washing their hands and helping to lay the table.

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

The childminder has a good understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. She has a strong understanding of safeguarding issues as she has recently attended training to update her knowledge. She is very aware of the procedures to follow should she have a safeguarding concern about a child in her care. As a result, children are well protected in her care. The childminder minimises risks in the home and on outings to help keep young children safe. She arranges visits from the fire officer and environmental health officer to ensure her provision meets health and safety regulations. The childminder makes her broad range of written policies and procedures available to parents, so that they are clear about her provision.

The childminder is ambitious about improving provision and practice, and wants the children to receive a highly effective service. She has an effective programme of professional development and strong evaluation of her practice. The childminder is a member of a professional organisation and successfully uses the training offered by the local authority to enhance her knowledge and skills.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She monitors the children's development to ensure they are making good progress. The childminder demonstrates that she is able and prepared to work closely with other professionals and other providers as necessary. This

helps children receive the support they need. The childminder is proactive in building valuable relationships with the staff of the other settings that children attend and this develops a strong consistency of care and 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	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

<b>Unique reference number</b>	EY463847
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	924931
<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>	6
<b>Number of children on roll</b>	4
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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