

<b>Inspection date</b>	30/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder successfully ensures she builds trusting relationships with children and this helps children form positive relationships with others including building friendships.
- The childminder sometimes uses activities to promote learning successfully and children are encouraged to change and develop an activity creatively towards their own interests.
- The childminder is successful in helping children build confidence and teaching them how to develop their independence.

#### **It is not yet good because**

- The childminder's systems for observations and assessments do not provide a clear picture of children's current development in order to plan for their individual needs and provide parents with an accurate progress check at age two years.
- The educational programme for Understanding the World does not fully help children learn about other people and their communities.
- The arrangements for monitoring and self-evaluation processes are not fully established, in order to help identify all key areas for improvement.

## 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 undertaken by the children and childminder.
- The inspector discussed practice with the childminder.
- The inspector sampled documents in relation to training, support and skills, safeguarding and suitability.
- The inspector took account of parents' views through emails.

## Inspector

Carolyn Hasler

## Full report

### Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their children in Wendover in Aylesbury, Buckinghamshire. Childminding activities are contained to the ground and first floor of the childminder's home, where children have use of the living room, kitchen/diner and toilet facilities. There is a fenced garden to the rear of the premises for children's outdoor activities. The childminder currently has four children on roll, one of whom is in the early years age range. The childminder drops and collects children from local schools and offers an out of hours service five days a week.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve and implement systems to observe and assess children's achievements to provide parents with an accurate picture of children's development, including in the progress check at age two years, and to promote good planning for children's learning needs
- develop educational programmes for understanding the world by celebrating the value of cultural, religious and community events and by providing children with a range of props to encourage their curiosity and interests in other people and their communities.

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

- reflect on and evaluate the service provided, and develop a culture of continuous improvement by developing good knowledge and skills in current childminding practices to improve outcomes for children.

## Inspection judgements

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

Most activities are child initiated. On some occasions the childminder plans activities which she knows they have enjoyed previously. These enable children to broaden their experiences and knowledge. The childminder encourages flexible play ensuring children have choice. The childminder provides some interesting experiences. For example, children explore ice, its properties and what happens when mixed with water both hot and cold. They are excited and enjoy chipping pieces of ice off and releasing plastic animals.

Children are fully engaged and are actively learning. The activity keeps their attention for a long period. The childminder uses this activity to encourage a range of learning experiences. She makes her questioning open so that children have an opportunity of sharing their thoughts and ideas. Children are creative as they use the stones to make a 'runway' for a toy aeroplane, showing that they follow their own interests and ideas. The childminder provides an environment which encourages children's physical development. They are physically active using both ground floor and upstairs spaces to play and develop different muscles and skills. Generally, children are developing in line with expected levels for their age. Although the childminder collects some information from parents and observes what children do, she is not using this knowledge well to identify next steps in learning clearly when planning specifically for individual children. This means her planning does not always build on what children can do already to hasten progress. She has some understanding of the progress check for children aged two years but is unclear as to which areas of learning she must assess and report. Her relationships with parents are friendly, however, and they are welcomed into her home. She shares information about the children's day, which sometimes extends to giving advice and encouragement towards learning at home.

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

The childminder works successfully with parents and children to settle them into her service. She demonstrates sensitivity towards providing time and patience to make sure children and parents build trust and feel secure. She models good behaviour for children by showing them how to be gentle, kind and considerate of others. Although some children struggle to maintain self control when they are excited, on the whole, when reminded, they cooperate. They engage each other in games and share play experiences while learning skills, such as sharing and taking turns. The childminder has not fully planned how she can help children value other people, their communities, their similarities and differences. This means that children lack opportunities to expand their knowledge of the wider world, including their thoughts and feelings towards others. The childminder promotes safety within her home and encourages children to play with safety in mind. She gives children lots of reminders about how to use tools safely. This has variable results because children struggle to play within the boundaries of games. Overall, children's safety is promoted. The childminder promotes hygiene routines. She encourages children to gain independence. They have opportunities to practice skills such as hand washing, dressing and undressing and managing fastenings on their own. Children are independent eaters. They need little help or encouragement to eat a healthy and nutritional meal in the middle of the day. The childminder provides opportunities to be physically active; children learn to manage steps confidently, develop balance and coordination. Overall, children are learning to lead healthy lifestyles. The environment is welcoming to children; there are lots of easily accessible and attractive resources displayed within their eye level. This arrangement helps children be independent as learners in preparation for the move to the next stage of their early education. However, these are not always used to their full advantage to ensure children gain the most from learning opportunities. Overall, children are encouraged to develop emotionally. They demonstrate the skills they will need as they

move forward in their learning to other early years provisions, such as school.

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

The childminder has been working in her role for about six months at the time of this inspection. She has completed initial training for her registration and shows good intentions to develop her knowledge and skills further. She plans to undertake workshops and training opportunities, such as further training in safeguarding, but so far has not sought advice from local authority support workers. The childminder does not hold a relevant qualification. However, overall, not enough emphasis is placed on reflecting on what has gone well and what needs further development. For example, the childminder's systems to ensure the learning and development requirements of the Early Years Foundation Stage are met are not rigorous enough, so some requirements are not fully met. The childminder does not implement the progress check for children aged between two and three years fully, for example.

The childminder understands her responsibilities towards children's well-being and safety and meets the safeguarding and welfare requirements. The childminder demonstrates a good understanding of child protection. She understands how to follow her procedure to safeguard children and knows how to report any concerns she may have about a child's welfare. She is less consistent in meeting children's learning and development needs. Her teaching skills are variable but on some occasions activities provide many opportunities for children to learn through exploratory play.

Overall, partnerships with parents support children's well-being but two-way communications are weaker when sharing information about learning. The childminder is more successful when working with other early years provisions involved in children's care. She talks with other early years providers where children also attend, about the themes and projects they are providing, then offers linked activities to broaden children's learning experiences in these instances. This demonstrates that she works in partnership with other professionals.

### **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>	EY463785
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	931436
<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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