

<b>Inspection date</b>	23/01/2014
Previous inspection date	08/02/2013

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

### **This provision requires improvement**

- The childminder organises her time well and this enables her to meet children's needs appropriately and give them her time in play and conversation. As a result, children communicate well and interact warmly with the childminder.
- The childminder follows children's routines closely, this helps children to know what to expect. Consequently, they behave well and build trusting relationships with the childminder.
- The childminder provides many outdoor activities for children; this promotes their physical development and helps them to begin to understand the importance of healthy lifestyles.

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

- The childminder breaches a safeguarding and welfare requirement with regard to record keeping.
- The childminder does not offer children a wide variety of planned opportunities to use a wide range of resources to increase their understanding of technology.
- Self-evaluation is not fully effective in identifying areas for further development.

## 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's activities indoors and outside.
- The inspector reviewed children's records and a sample of relevant documentation.
- The inspector spoke with parents.
- The inspector held discussion with the childminder, including about her self-evaluation and improvement.

## Inspector

Cordalee Harrison

## Full report

### Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children. They live in Pitstone in Bedfordshire. There is an enclosed garden available for the children's outside play. Her home is within walking distance of local shops, parks, pre-school and school. The childminder currently has two children on roll and one is in the early years age range. Childminding activities are mainly contained to the ground floor, where children use the living room and dining area. Washing and toilet facilities are at this level. The family pet is a cat.

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

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

- keep a daily record of the names of the children being cared for on the premises and their hours of attendance

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

- provide more planned opportunities for children to use a wider range of resources to increase their understanding of different kinds of technology
- develop self-evaluation further to carefully monitor and analyse the provision, such as by identifying areas for improvement more accurately and prioritising these for more effective management of the provision.

## Inspection judgements

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

The childminder plans and delivers good quality activities, which promote all areas of learning effectively overall. She uses observation records to inform her daily planning. As a result, she is helping children to build on what they can do. This provides more opportunities for them to consolidate their learning from different viewpoints. For example, children enjoy playing with the dough and she added coloured cutters. She sits at the children's level and talks with them and encourages them to name the colours and count. The childminder models play for the children she squeezes the dough and introduces new words such as squeeze and mould. Children repeat the words and numbers that the childminder uses. The childminder encourages the children to look at the

prints their fingers and hand makes. Children explore the material; they enjoy the sensory experience and experiment in making marks. Children become absorbed in the activity as they are fully engaged, which supports their concentration skills.

The childminder uses well planned activities such as cooking to help children to learn across several areas. Children learn about quantities and amount as they as they measure with cups and spoons. The childminder talks to them and help them to understand about liquids and solids. They learn about different foods that are healthy as they put a range of vegetables on their pizza. Children explain that they usually use peppers, mushrooms and sweet corn, but also like to try new tastes such as olives. The childminder helps children to increase their understanding of healthy lifestyles. For example, she models hand washing before she handles food and children learn the expectation that they are to do the same. The childminder talks to children about the reasons for washing hands regularly. This helps children to learn that these practices lessen the spread of germs and promote their good health.

The childminder provides opportunities for children to play outdoors, for instance, they regularly make use of the garden, parks and communal play space. The childminder plans for children to use a range of large and small equipment, including balls, sit and ride toys and trampoline, slides and swings. In addition, to nutritious foods including fresh fruits each day children get plenty of fresh air and exercise. The childminder promotes children physical development well and help them to begin to make links across the different things that promote healthy living and their personal safety. The childminder provides many opportunities for children are learning about the natural world, people, and communities. However, she plans fewer occasions for them to use a wide range of technology to consolidate this aspect of this area of learning. Even so children are making good progress in their learning and development overall. The childminder carries out regular observations of the children, she communicates regularly and openly with parents and she routinely shares children's observation records with their parents. This keeps parents informed and invites them to contribute to their children's progress record and to understand their child's next planned developmental step. The childminder is promoting their readiness for school well.

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

The childminder does not keep all the required written information that is needed to fully promote every child's welfare. However, she keeps information to help her to meet children's individual health and care needs appropriately. Although, the childminder cannot verify all information about her childminding activities, she develops appropriate and secure relations with the children that she looks after and makes appropriate arrangements for their care, learning and development. The childminder provides children with loving care, and she gives them her time and attention in play. She follows children's individual routines. She meets their care needs sensitively, for example, she knows that the children do not always want to nap during the day; therefore, she does not force them. She knows their favourite foods and makes share that she includes this in the menu plan. She uses information about individual children's preferences to help them to relax

and feel that they belong. The childminder helps children to understand and value others regardless of skin colour or ability. For example, she provides children with resources that reflects, disability and race positively and men and women doing a wide range of jobs, as a core part of the play resources.

The childminder knows that children's behaviour depends on their understanding and maturity. Therefore, she uses suitable behaviour methods, for example, she talks to young children and follows their routines. This helps them to understand what happens next. She uses distraction and positive interaction to guide children, for example, she makes sure that children's do not have to wait unnecessarily for their meal. Additionally, she makes sure that there are sufficient and appropriate levels of stimulation for children who enjoy different resources, such as books, dolls or vehicles, soft dough. She uses these methods effectively to redirect children's attention when necessary.

The childminder promotes children's understanding of healthy lifestyles appropriately. For example, in addition to daily fresh air and exercise she works closely with parents to ensure that children eat balanced and nutritious meals. Additionally, children extend their learning through routines such as regular hand washing and through discussion as they prepare food. Children learn about personal safety, for example, as they practise evacuation of the premises and learn to follow the childminder's guidance when they are outdoors. Safety equipment such as childproof locks helps them recognise some of features of safe environments. Older children explain that they learn the Green Cross Code and this helps them to remember how to keep safe when they are outside of the home.

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

Ofsted brought the inspection forward, following concerns that there is excessive shouting from the childminder's home. Ofsted received a notification from the childminder that raised concern about her management of children's behaviour. A social worker visited the childminder home and informed her that the local Children's Services have received a complaint that there was excessive shouting coming from her home. At an unannounced inspection, we looked into the concerns to see whether the setting was meeting the safeguarding requirements. In particular the requirements relating to safeguarding practice, behaviour management, records policies and procedures. We also looked into the childminder's understanding of the requirement for notification. The inspection, found that the childminder makes appropriate arrangements to safeguard children and that her behaviour management, policies and practices are sound. We also found that the childminder has clear understanding of the requirement for notification. Therefore, no breaches were found in regard to these safeguarding and welfare requirements. However, the inspection found that the childminder breaches a requirement of the Statutory Framework for the Early Years Foundation Stage. It is not the childminder's practice to consistently maintain records of children's attendance. This means that the childminder does not maintain all of the required information for every child. This is a breach of requirements of the Childcare Register.

The childminder demonstrates appropriate understanding of safeguarding, including child protection and the assessment of risks to children. For example, she has secure knowledge, and is confident about what to do if concerns arise about children's well-being. She provides a safe and secure environment, children cannot leave the premises unattended and they are unable to touch hazardous substances or dangerous equipment. Childproof locks are in place and the childminder routinely uses equipment such as safety seats, and stair gates to enhance children's safety. Since the last inspection, the childminder has made big improvements to the provision that she makes for children's learning and development. With professional help and guidance, she has greatly improved the quality and of teaching and learning for children. For example, she now carries out regular observations of children and she uses the information to plan for individual children's learning across the seven areas. Because she now identifies clear learning objectives in her planning, she is able to evaluate the success of her teaching methods. Additionally, she is making consistent use of guidance about children's expected developmental stages. This enables her to track and monitor children's progress in line with the broad expectations for their age. This means that overall the childminder is helping children to make good progress from their starting point.

In spite of breaching a requirement, the childminder has a desire to drive improvement in her practice. For example, she is working closely with childminder development officer from a professional organisation. She recognises the improvement that this support has helped her to achieve. Through improving and keeping her childcare knowledge and practices up to date. Even so, the childminder has not fully developed her systems to evaluate her practice, because she does realise that she does not meet all requirements.

The childminder engages well with parents, collecting information from them about their children's starting points and routines. Parents praise her for the learning opportunities and the care that she provides for children. The childminder is aware of the requirement for the progress check for children between the ages of two to three years. Improvement in the childminder's practice relating to learning and develop enables her to do these checks accurately when the need arises. The childminder gains parents views of her service. Parents state that they are pleased with the progress children make; they add that the children are happy to be in the childminder's care and they get good levels of stimulation and good quality food.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## 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>	EY424457
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	934587
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2013
<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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