

Inspection date

Previous inspection date

17/02/2014

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 is warm and caring towards children. This approach helps children to settle quickly with the childminder and build trusting relationships with her.
- The childminder is knowledgeable and confident about how children learn. This enables her to plan a range of good quality learning experiences to deliver the educational programmes, so children make good progress in their learning and development.
- The childminder encourages all children to make choices about what they would like to play with, which supports their independence and self-confidence.
- The childminder routinely evaluates her practice and this helps her to safeguard children well and manage her provision efficiently.

It is not yet outstanding because

- The childminder provides fewer resources to raise children awareness of disabilities, to help them to learn to value all people in society equally.
- The childminder does not make full use of her garden to extend continuous learning opportunities for children who particularly like playing outdoors.

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.
- The inspector looked at children's assessment records and discussed activity plans with the childminder.
- The inspector reviewed documentation and discussed self-evaluation and improvement plans with the childminder.
- The inspector spoke to parents.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2013. The childminder is registered on the Early years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Hazlemere, Buckinghamshire. Currently there are 12 children on roll, of these three are in the early years age group. The home is within easy travelling distance of local schools, pre-schools and amenities. The whole of the ground floor is available for childminding. Two bedrooms are used for daytime rest for younger children. There is an enclosed garden for outdoor play. The family has a dog.

What the setting needs to do to improve further

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

- increase opportunities for children who prefer to learn outdoors by make sure that activities in the garden equal those available in doors.
- develop further the educational programme for understanding the world by increasing opportunities for children to fully understand and value all people in society.

Inspection judgements

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

The childminder is very knowledgeable about how young children learn; she has good knowledge of the educational programmes and adapts them well for children. The childminder's ongoing observations, assessments and tracking of children, give her precise information to develop activities for each child. This enables her to plan effectively for each child's next step in learning; as a result, she provides appropriate and ongoing challenges for individual children. The childminder shares children's interests, and uses what she knows about them to extend their learning. For example, she plans and resource the story times to give every child the opportunity to speak freely and share its knowledge. She uses the same activity to help others children to understand that it is important for them to listen and allow others to speak. The childminder makes eye contact with children when she speaks to them and this encourages them to do the same when they are communicating with others.

The childminder knows the importance of helping children to consolidate and extend their learning in different ways. For example, to help children to understand foods that are good for health, she provides real fruits and vegetables, pictures and soft playthings. The childminder uses these items to test children senses and engage them in conversation.

They talk together about the colours, smell and taste of the fruits and vegetables, as well as the fruits and vegetables they like and dislike. In the context of the activity, the childminder extends children vocabulary with words such as, lemon and aubergine. Children practise saying these words and learn what they mean. The childminder uses pictures and labels routinely in the learning environment. She knows that these are useful ways to help children to make choices and to begin to understand that words carry different meanings. For example, children select tools from the draw to fix the toy.

The childminder promotes children's understanding of mathematics, as they add and subtract with low numbers, compare and experiment to find answers. For example, how many numbers can we count before the different object reaches the bottom of the slide and what makes the difference in timing. As children enjoy music, she uses these activities to develop their listening skills. She uses children's messy play to develop children's communication and language skills and understanding of the world. For example, they talk together about the texture of the sand and seaweed and recall their outing to the pet shop. Children are developing their memory and recall as they to put their thoughts into words and share their ideas with others. The childminder understands the importance familiar routines to young children; she knows that this is one way of helping them to understand what will happen next. She routinely plans a range of learning experiences indoors and outside of the home and fits these around children's meals and rest times. The childminder knows that meeting young children's individual needs is central to promoting their personal, social and emotional development. The childminder's positive response to each child affirms its individuality.

The childminder provides suitable activities and resources for children to use as they play in the garden. However, she does not make full use of the garden to increase learning opportunities for children who particularly like playing outdoors. Even so, the childminder knows the children well and differentiates activities for each child to reflect their interests. Children make meaningful choices about play and this drives their curiosity to learn more. Children's daily experiences with the childminder promote equality very well; children are learning to do their best. This equips them very well now and for the future.

The childminder engages fully with parents to keep them in touch with the arrangements for their children's learning journey and care. She informs them of children's activities, and share observations records with them. Additionally, she invites all parents to share information about children's achievements. She uses the information successfully to plan activities with an overall view of each child's achievements. Parents state that the good quality information and daily feedback that they exchange with the childminder, helps them to understand what their children are learning. Additionally, the photographs help them to see children's enjoyment of the activities that the childminder provides.

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

The information that the childminder gains from parents helps her to meet children's personal care and individual needs well from the start. Because the childminder finds out what is important to children she is able to respond knowingly to their individual needs.

For example, she knows which children like to nap in a quiet room and which prefers the security of hearing her voice. The childminder gives her time and attention to the children and this helps them to learn to trust her. Hugs and warm interaction is commonplace between the childminder and the children; children's positive interactions with the childminder show that they feel safe and at ease.

The childminder demonstrates a positive attitude to equality. Additionally, she meets children's individual needs, through close partnership working with their parents. She provides children with a wide range of good quality resources that are in keeping with their developmental stages. Some resources that raise children's awareness of cultural diversity are a core part of the learning materials, but there are fewer opportunities for children to develop their awareness of disability. The childminder's behaviour methods suit the children's understanding well. For example, the childminder supports children to learn to do some tasks that are in their capabilities. She knows that labels help children to make purposeful choices about play and that they help children to know where to put items when they have finish using them. The childminder uses these times to discuss safety with children. She helps children to learn that when items are tidied away, it makes it easier for them to make choices and safer for them to play freely. The childminder reminds children of the boundaries and simple rules that are in place to keep them safe, such as not to climb indoors. The childminder knows that through these consistent practices and clear expectations for behaviour, she is supporting children to behave well and increasing their confidence and independence. She knows that confidence and independence to learn are the building blocks for children's high self-esteem and their preparation for school.

The childminder takes good care of children's personal hygiene. Additionally, she uses, good hygiene procedures, which reduces cross infections between individuals. For example, children use individual personal items such as linen and paper towels when they wash their hands. Children learn about self-care as they start to recognise when they are tired and need rest. They learn to drink water when they are thirsty; the childminder gives them healthy and nutritious foods and makes sure they get some fresh air and exercise daily. Children improve their physical development as they sometimes play in the garden and visit places of interest in the locality. In addition, they do many activities that develop their fine movements. The childminder develops children's understanding of healthy lifestyles with planned activities, conversations, stories and first hand experiences, which help children to learn the reasons for these good practices.

The childminder makes that sure that the premises are safe, she uses child proof locks and safety equipment, such as child safety seats, cots, stair gates, fire blanket and smoke detectors to create and maintain safe environments for children. She makes sure that she supervises children closely at all times. For example, she uses the monitor to listen, as well as checking children regularly when they sleep. These effective practices help to safeguard children and promote their welfare. They also help children to start to understand that personal safety is important from an early age.

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

The childminder manages all aspects of safeguarding and welfare very well. She makes effective use of self-evaluation and links her practice closely to expectations of the Statutory framework for the Early Years Foundation Stage and child development guidance. She meets children welfare needs confidently. The childminder knows what to do if there are concerns about children's well-being. She uses risk assessment and daily hazard checks to create and maintain safe environments for children. This helps children to increase their independence and make good overall use of the resources that she provides. The childminder makes sure that she can see, hear and speak to the children at all times and this reassures them that she is always close. The childminder maintains the required documents to safeguard children and for the efficient management of her provision. The childminder plans and delivers stimulating and varied educational programmes, which promotes children's learning and development very well across most areas. The childminder is supporting children well to develop their interest and enjoyment for learning with the effective use of observation, monitoring and engagement with parents. For example, she identifies clear learning objectives for children and her ongoing planning for each child is helping them to make good progress in learning and development from their starting point. The childminder shows good ability and clear intention to drive her practice forward. For example, she is making use of training opportunities; she is currently studying to achieve a childcare and education qualification at level 3. Additionally, she makes links with other childcare professionals and organisations to strengthen and extend her childcare practices. The childminder's open engagement with parents and her practice to engage with them to evaluate children's learning journeys, demonstrates that she fully understands the importance of partnership for the benefit of young children. The childminder fully understand the requirement for the progress check for two-year-old children. Her good practice relating to observations, recording and her full engagement with parents, enables her to complete these reports as required.

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	EY468321
Local authority	Buckinghamshire
Inspection number	933470
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	12
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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