

Inspection date

Previous inspection date

26/02/2014

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

- Children are very happy and content in the childminder's care because she promotes their emotional well-being effectively, enabling them to feel safe and grow in confidence.
- The childminder has a very good understanding of how children learn and supports them through providing a wide range of positive learning opportunities. This enables them to make expected ongoing progress within their developmental range.
- The childminder works positively with parents to place equal emphasis on meeting children's well-being and learning and development needs.
- The childminder has good systems in place to evaluate her service and she is able to make continuous improvements.

It is not yet outstanding because

- While children make good progress in their communication and language development, the childminder misses some opportunities to extend this through making good use of puppets and props.
- The childminder does not fully extend children's understanding of the world, for example, by providing a wider range of toys and resource to support their understanding of diversity.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the lounge and dining room.
- The Inspector observed the interaction between the childminder and children.
The inspector looked at the childminder's self-evaluation form and a selection of
- policies and children's records, including the childminder's observations of children's activities.
- The inspector took account of the views of parents in the children's daily diaries and observation file.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two young children High Wycombe in Buckinghamshire. The whole of the ground floor of the house and an upstairs bedroom is available for childminding and there is a garden for outside play. The family has a cat as a pet. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 8am to 6pm Monday to Friday except for family holidays agreed in advance. She is currently minding two children in the early years age range and one child over five years of age. The childminder is registered on the Early Years Register and both the compulsory part of the Childcare Register.

What the setting needs to do to improve further

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

- support children's communication and language skills further by, for example, making better use of puppets and props
- provide a wider range of toys and resources to further support children's understanding of diversity.

Inspection judgements

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

The childminder has a very good knowledge and understanding of how children learn and develop and she plans exciting activities for the children. Her systems for planning, assessing and identifying children's future learning targets are securely in place. Her observations link significantly to the early learning goal outcomes. Therefore, children are making good progress in their learning and development.

Children have fun as they develop good skills for the future. They have a strong sense of belonging as they find their photo and name on their coat peg and their individual towel in the bathroom and select cups and plates from the kitchen cupboard for their snacks. The childminder is particularly skilled at modelling language, asking open questions, making suggestions and demonstrating tasks. The childminder puts photographs of the children on their art work so they recognise their work and feel proud of it. This helps them to build their confidence and self-esteem. Children develop good speaking and listening skills during many worthwhile activities. The childminder gives children many opportunities to 'fill in' missing words during conversations and discussions. Children practise their early mark making as they make patterns with their fingers in paint, sand, rice and dough. In

addition, they can help themselves to pencils and crayons to draw with. Children develop a keen interest in books as they listen to a variety of stories and visit the library. However, the childminder does not make best use of puppets and props to further support children's interest in early literacy.

Children develop good problem-solving skills as they build with various construction toys, fit puzzles together, post shapes, name numbers, colours and shapes and size. The childminder makes good use of everyday routines to encourage children to count; for example, as they walk up and downstairs. She introduces lots of mathematical language as children play; for example, as they talk about big and small teeth. Children investigate how things work as they use work bench tools, telephones, torches and many toys with buttons and levers. They learn about their local community and broaden their experiences through visits to the park, library and children's centre. They learn about living things and enjoy observing the horses and feeding the ducks. Children join in festival celebrations, for instance, Chinese new year when they eat noodles and make lanterns. However, there are fewer toys and resources to help children to develop an understanding of difference and to give them a full insight into cultural diversity.

Children are being creative as they join in many activities such as sticking and painting. They develop their good imagination as they join in make-believe play when they dress up and play with dolls and tea sets, for example. Children thoroughly enjoy music time, action songs and rhymes. They have fun playing the instruments exploring their sounds. The childminder is skilled at extending the children's communication and language; for example, by talking about their body parts in more detail following a body action song. Children demonstrate that they enjoy this activity as they giggle and laugh. Children acquire the skills, attitudes and dispositions they need in preparation for moving on to school.

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

The childminder places a strong emphasis on the children's well-being. She follows children's individual sleep routines and dietary requirements and, as a result, children settle well and are content and happy. Her positive interactions and frequent use of praise reinforces children's feelings of self-worth and confidence. The childminder praises the smallest of achievements and children respond well to the sticker reward system. Children form very close relationships with the childminder, her family and each other.

Children gain a good understanding of how to keep fit and healthy by taking part in physical activities on a daily basis. They develop control over their bodies as they join in action songs and rhymes, climb, crawl, slide and balance on apparatus in the childminder's garden and at the park. The childminder's garden and home are set up with a good range of quality toys and resources. There is ample space in which children can freely explore and investigate during their play. In addition, the childminder provides suitable equipment such as car seats, buggy, nappy changing facilities, stair gates and a travel cot.

The childminder has very good hygiene practices in place. Children are very familiar with

their daily routine and they wash their hands and know which towel belongs to them. The childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents. She keeps accurate and well-organised records for accidents and medication administration. Children do not attend when they are unwell as the childminder has good routines and procedures in place to minimise cross infection.

The childminder caters for the needs of parents in relation to the provision of food. She provides healthy snacks, meals and drinks for children. The childminder helps children to develop an awareness of healthy eating by offering, for example, fresh fruit. She encourages them to be independent by encouraging them to select cups and plates from the kitchen cupboard for their snacks. Children learn about keeping safe as they cross roads safely and practice the fire drill. Therefore, the childminder successfully promotes children's physical and emotional well-being.

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

Children are safeguarded because the childminder has a good knowledge and understanding of the procedures to follow should she have any child protection concerns. Adults in the home have suitability checks and the childminder keeps an accurate record of visitors to further protect children. Effective risk assessments are undertaken so that children are able to play and explore in safe environments both in and outdoors. The childminder accurately maintains all of the required paperwork to support the children's safety and welfare.

The childminder uses the Ofsted self-evaluation form as the basis of ongoing review of her new childminding service. She attends many training courses to update her knowledge and skills which in turn benefits the children; for example, basic food hygiene. The childminder provides many opportunities for parents to express their thoughts and views which she values. This demonstrates her good capacity to make continuous improvement.

The childminder successfully promotes the children's learning and development requirements. Each child has a learning journal which clearly identifies what they are learning and how they are progressing towards the early learning goals. This also includes photos of children during their play and samples of their art work. She closely tracks the children's progress and has systems in place for the progress check for children aged two years. The childminder knows the children really well and caters for their individual interests. She establishes effective links with others involved in the children's lives to provide continuity in their care and learning. For example, pre-school staff and school teachers.

The childminder has strong and trusting relationships with parents. Children are happy because their parents share information about their individual needs and interests at the start of childminding arrangements. The childminder provides information about the Early Years Foundation stage for parents, so they develop an understanding of the educational programmes provided. Parents are very complimentary about the childminding service

they receive. The childminder organises all of her documentation methodically. The childminder shares with parents her clearly written policies and procedures that underpin her good childminding service.

The Childcare Register

The requirements for the compulsory 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	EY465461
Local authority	Buckinghamshire
Inspection number	933019
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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