

Inspection date

Previous inspection date

06/03/2014

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, content and settled in the childminder's care.
- The childminder provides a broad range of toys, resources, activities and outings that promote children's learning in all seven areas.
- The childminder makes accurate assessments, based on children's starting points and her observations of children's interests and achievements, to effectively support the next steps in their learning. As a result, children are making good progress.
- Parents are positive about the care their children receive.

It is not yet outstanding because

- There are fewer opportunities for freely chosen role-play experiences outdoors that promote physical development and confidence.
- The childminder is less confident to promote howabout how to encourage children to enjoy a wider range of books to promote their language development further.

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 in their play both indoors and outside.
- The inspector spoke to the childminder and children present and took account of the views of parents.
- The inspector sampled the childminder's documentation and children's learning journals.
- The inspector read and took into account the childminder's self-evaluation form.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered 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 child in Amersham, Buckinghamshire. Childminding takes place mainly on the ground floor of her home, where children will have access to a playroom, the living room, dining area, and kitchen. Washing and toilet facilities are on this level. There is an enclosed garden at the rear of the premises for children's outdoor play. There are currently two children on roll, and of these one child is in the early years age range.

What the setting needs to do to improve further

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

- extend the provision for freely chosen role-play experiences for the outdoors and opportunities to further develop physical play for example, through climbing, walking, emptying
- provide a wider range of books for children to enjoy and to support their growing interests.

Inspection judgements

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

Children are happy in the childminder's care. They have fun. The childminder has a secure understanding of the learning and development requirements for the Early Years Foundation Stage. She takes time to find out about children's starting points, interests and routines. The childminder makes regular observations and completes a learning journal for the children, complemented with photos of what children achieve. She has a very clear understanding of these achievements and assesses their next steps effectively. As a result, children are making good progress in relation to their starting points.

Children enjoy being outdoors and they engage actively in play as the childminder provides a range of sensory materials for them to explore, including gloop, pasta and mud. On the day of inspection, children thoroughly enjoyed exploring with water and bubbles. Their play and interactions promote both physical and language development. Babies who are beginning to walk independently are confident as they explore happily and play alongside the childminder, in the play-house or with a variety of balls. Indoors, children benefit from a broad range of toys. There are fewer resources outdoors however, to further enhance coordination and physical development through, for example, climbing, balancing, emptying, filling or carrying.

Children are starting to enjoy favourite songs and rhymes and action songs that promote their language and confidence. The childminder records any new words that children say, to keep parents informed about these developments. The childminder promotes children's curiosity by displaying photos of the outings that they enjoy, such as a recent farm visit, to support their recall. She also uses props, such as toy animal figures, to stimulate communication. The childminder introduces books and story time to young children and books are readily accessible. However, the childminder is less confident about how to further very young children's interest in books, by, for example, using a wider range of books and props for story times. Nevertheless, overall, children are developing securely in all seven areas of their development in relation to their starting points.

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

The childminder offers children a welcoming home environment to play and learn in. She has a warm and friendly approach. Children have a secure emotional attachment to her. They enjoy a broad range of stimulating toys and resources. Children play happily and contently and demonstrate they feel safe in the childminder's care. Young children are confident to choose their play from easily accessible resources and toys. The childminder is therefore able to learn about their emerging interests and plan for these. Children behave well. They understand the routines of the day from an early age.

The childminder provides children's meals and adheres to their dietary needs and preferences. Young children already understand the importance of washing their hands prior to eating and cooperate with this happily. They are therefore starting to be aware of the importance of self-care from an early age. Children have regular opportunities to be outside. They play happily in the garden and the childminder takes children out for a walk each day. She provides all-in-one waterproof suits for children so that they can play outdoors without getting wet or cold. They therefore benefit from plenty of fresh air and physical exercise. Children take their naps in line with their own routines and therefore awake refreshed and are happy to resume in their play.

Children learn about safety. They understand about tidying up their toys for example. Outdoors, they demonstrate independence about going down the steps leading to the grassed area and are confident to do this under the childminder's supervision. Children are enjoying opportunities to socialise with others. For example, they attend music and toddler groups. Overall, children are making secure progress in their physical, social and emotional development.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has completed child protection training and she effectively demonstrates her responsibilities to

safeguard children and understands the procedures to take should she have a concern about a child in her care. She assesses her home effectively and reviews this regularly, for example, as and when children start walking independently. Outings are also risk assessed well. As a result, children can play safely indoors, outside and when away from the home. The childminder adheres to her robust policies and shares these with parents. They sign to acknowledge their understanding of these procedures that promote their children's health, well-being and safety.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage. She meets with parents prior to children starting to discuss children's development so far. The childminder completes regular observations and shares her observations with parents by six-weekly summary reports. The childminder encourages parents to take an active part in their children's learning and in contributing to the learning journals. A parent writes that their child has, 'Come on leaps and bounds'. The childminder uses her accurate observations of children's achievements to support and plan for their next steps. As a result, all children make good progress in relation to their starting points.

Parents are positive about the care the childminder provides. They state that they feel, 'Relaxed about leaving their child' with the childminder. Partnerships with others, such as the local authority, and teachers at school for those children attending before and after the school day, are well established. This means that children receive continuity in their well-being, care and learning.

The childminder has reflected effectively on her provision of care. She is confident in highlighting the strengths of her provision, and has a good understanding about what she intends to improve in the future. For example, there are plans to enhance the garden and offer children further learning opportunities such as a vegetable patch and 'mud' play area. The childminder also plans to continue her development and the outcomes for children through further training courses.

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	EY465600
Local authority	Buckinghamshire
Inspection number	933455
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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