

**Inspection date**

Previous inspection date

26/03/2014

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**

- The childminder settles children well and gets to know their starting points. The childminder is caring and sensitive to children's needs.
- Children develop warm and trusting relationships with the childminder, they are happy and confident in her care.
- The childminder uses her good knowledge of how children learn to plan and promote children's learning across all of the educational programmes.
- The childminder safeguards children well.

**It is not yet outstanding because**

- Opportunities for children to learn about people and communities are not extensive.

## 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 took note of the information that parents provide.

## Inspector

Cordalee Harrison

## Full report

### Information about the setting

The childminder is 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 three children in Buckingham in Buckinghamshire. The whole of the childminder's home is available for childminding. The childminder mainly accommodate childminding activities in the living room and kitchen diner of her home, which is on the ground floor; washing and toilet facilities are at this level. There is a securely fenced garden at the rear of the premises for children's outdoor activities. Currently, there three children on roll, of these one is in the early years group. The childminder's home is in walking distance of amenities such as shops, parks and schools. The family pets are a Bearded dragon lizard, some guinea pigs and a cat.

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

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

- extend opportunities for children to increase their learning about people and communities to extend their understating of the world.

## Inspection judgements

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

The childminder plans a wide range of good quality experiences for children across all areas of learning. She gains clear information from parents about children's interests and needs. She uses this along with her own observations and national guidance to assess children's developmental stage. This enables her to clearly identify children's starting points and plan meaningful activities. The childminder encourages children to explore. For example, the different sensory experiences of the treasure basket excite and engage children's senses. They enjoy the stimulation of the textures, shapes and sound and the reflective surfaces in the basket help them to begin to realise that they are individual.

The childminder gives children her time in play and conversation and this helps them to build trusting relationships with her. For example, the childminder replicate the sounds young children make and this acknowledges their communication and encourages them to do more. The gently touch of the feather makes them laugh and snuggles into her warmth. The childminder supports very young children to extend their communication, language, and social skills. They make and hold eye contact and use sounds, smiles and gestures to engage others in play.

The childminder plans children's activities with clear learning intentions and this enable her to consistently make good use of the information that she gains from her observations.

For example, to promote different aspects of children's physical development, she places interesting items around the room; this encourages young children to increase their mobility by rolling, shuffling or crawling to reach their toys. Children practise fine movement such as picking up small items between thumb and forefinger. The childminder knows that these skills help children to begin to control and refine their movements such as the pincer grip. The childminder develops children's understanding of the world and helps them to build on what they can do. For example, they use interactive toys to learn about cause and effect, a press or turn make things happen, they shake the bell and they make it ring, this pleases the children and they laugh. Children further show their enjoyment of learning as the childminder sings nursery rhymes and helps the children to do the actions.

The childminder models play for children very well and support their activities with interesting resources, she draws and holds children attention with the activities, resources and her voice. For example, children find the whisk that they are using in the creative activity intriguing. Outings in the community are helping children to develop their understanding of people and communities and the childminder provides children with resources to raise their understanding of cultural diversity. However, there are fewer opportunities for children to develop the same awareness of disability to strengthen this area of their learning. Even so, the childminder supports children to make purposeful choices about play and she is their interested and knowledgeable learning partner. The childminder understands that she is an essential resource for very young children.

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

There is very warm interaction between the children and the childminder. Hugs and smiles are commonplace and this shows that children are making secure emotional attachments. The childminder works closely with parents to settle children. For example, she carries out a home visit as a part of her settling-in procedure. The childminder gains good quality information from parents about children's routines. The childminder understands the importance of her full engagement with parents to find out about children's starting points and their personal and cultural needs. The childminder regularly shares information with parents about children's achievements. These records are helping parents to understand more about their children's learning experiences in the early years. For example, she uses children's photographs in their learning journals, which make it easier for parents to see their children's enjoyment in learning. The childminder works closely with parents to identify and promote the next step for children's learning and development. The childminder is helping children to make good progress in learning and development. This promotes equality for children well now and ultimately in readiness for school.

The childminder is helping children to expect good standards of hygiene and self-care. She makes sure that children are clean and comfortable and she follows their care routines closely. The childminder offers young children water regularly throughout the day and presents it in ways to encourage and increase their independence. The childminder provides children with healthy meals and in accordance with their development stages, for example, she is careful to provide young children with some healthy finger foods. The

childminder understands that it is important for children to rest comfortably; therefore, she arranges for them to sleep properly and safely. The childminder takes other effective steps to promote children's understanding of healthy lifestyles, in addition to daily practices such as washing children hands after activities. She makes sure that children get plenty of fresh air and exercise. The childminder is imaginative about the resources that she provides for children. She provides them with good quality resources overall. However, there are few resources in the core play provision to raise children's awareness of all peoples in society.

The childminder takes effective steps to minimise risks to children and to develop their understanding of personal safety. For example, she supervises the children closely, the home is secure and children cannot reach hazardous substances. The childminder has good understanding of suitable behaviour methods. For example, she knows that in playing with young children and positively directing their attention she is helping them to understand how to share. From an early age, the childminder sets the expectation for them to spend their time purposefully. Children's positive response to the childminder shows that they are learning to engage positively with trusting adults and this is a good start for their future learning.

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

The childminder meets the learning, development and the safeguarding and welfare requirements of the Early Years Foundation Stage effectively. Through her practice and the provision she makes for children, she demonstrates her good knowledge and understanding of her responsibilities as a childminder. She has a good understanding of the educational programmes overall and she puts good systems in place for the delivery and monitoring of her practice. The childminder is supporting children to good progress in their learning, development and readiness for school. The childminder is knowledgeable about child protection. She knows what to do if concerns arise about children's well-being. She manages that documentation that is required to safeguard children and for the effective management of her provision effectively. She maintains the necessary information to make sure that she can act immediately for the benefit of children. The childminder manages her premises to good standards of hygiene and safety, thus demonstrating her understanding of the importance of accurate risk assessments. For example, she makes sure that she addresses fire safety properly and that she use appropriate safety equipment at home, in her vehicle and on outings.

The childminder is fully aware of the requirement for the progress check for two-year-old children. However, she has not had reason to do so. The childminder engages fully with parents, they state that she provides them with detailed information to help them to keep up with their children's progress and achievements. In order to improve the quality of her provision for children, the childminder's has effective systems in place to evaluate her practice. As a result, she bases her practice closely on the expectation of the Statutory framework of the Early Years Foundation Stage and related guidance. Consequently, weaknesses in her provision are few and minor. To further drive improvement, the

childminder arranges to improve her qualification in childcare and education.

### **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>	EY463967
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	936292
<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>	3
<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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