

## Inspection date

Previous inspection date

06/05/2014

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 establishes warm relationships with the children; these secure attachments help to promote children's emotional well-being.
- The childminder has an effective system for assessing and monitoring children's progress. Consequently, children are making good progress in relation to their starting points.
- Teaching is effective in supporting children to manage and adjust their behaviour, and to get along well together.
- The childminder actively engages parents in their children's learning and development. This ensures a consistent approach to meeting the children's learning and care needs.

### It is not yet outstanding because

- The childminder does not include a full range of natural resources for sensory exploration.
- Resources for children's early mark making are not easily accessible in the childminder's home.

## 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 activities in the childminder's home and at the local park, and discussed these with her.
- The inspector looked at a selection of relevant documents including children's development records.
- The inspector viewed the childminder's self-evaluation form and discussed areas identified for improvement.

## Inspector

Ruth George

## Full report

### Information about the setting

The childminder registered in 2013. She lives in Micklefield, High Wycombe, with her husband and young daughter. The childminder uses the whole of the apartment for childminding; there is a small balcony for supervised outdoor play. The family has two cats.

The childminder offers care on weekdays, all year round. She has one child on roll. The childminder is registered on the Early Years Register and the voluntary and compulsory parts 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:

- develop further opportunities for sensory exploration, by including a range of natural resources for children's use
- support children's early mark making by ensuring crayons, chalks and pens are more easily accessible.

### Inspection judgements

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

The childminder uses effective teaching methods to support children's learning and development. She makes good observations of children as they play and has effective systems in place to monitor their progress. The childminder shares a daily diary with parents, who contribute helpful information about children's progress at home. This joint approach effectively supports children's learning. Consequently, they make good progress and acquire the skills for their next steps in learning.

The childminder provides good opportunities for children to extend their language. For example, she enthusiastically reads stories; children listen with interest, making sounds and noises, and point to the pictures. They enjoy songs, join in with actions and begin to fill in familiar words, such as 'row row.' The childminder introduces children to early mathematical language too, through counting and using basic language for size. She effectively supports children to develop physical control and coordination as they play with building bricks. Children learn how to connect bricks to make a tower, pull them apart and use them to represent objects. However, the childminder does not provide a full range of natural materials, to enhance children's sensory exploration.

The childminder makes good use of the local community. She plans daily opportunities for children to learn in a variety of environments, such as children's centres, the park and singing groups. Their regular outings mean they experience a wider range of learning activities. They experiment with a variety of media including painting and collage, learning how to use a variety of tools and materials. However, resources are not easily accessible in the childminder's home to aid mark making. The childminder supports children well to form relationships with other children and play alongside each other, promoting their social development.

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

The childminder establishes warm relationships with the children, and successfully promotes their emotional well-being. Her effective support means that children settle very well and are confident to explore the environment. The childminder's home is warm and welcoming, with a good range of activities to support children's learning. The resources are easily accessible in low-level baskets and boxes, and children's drawings are on display.

The childminder provides healthy snacks. She supports children to feed themselves and to try foods that are good for them, thereby encouraging them to make healthy food choices. The childminder plans a good range of daily activities outside in the fresh air, which provide challenges to support children's physical well-being. For example, children enjoy clambering through the tunnel, running along the wobbly bridge, climbing and using the slide at the park.

The childminder is effective in supporting children to manage and adjust their behaviour. When children tussle over favourite toys, the childminder gives clear and sensitive guidance to help them understand her expectations. Children learn they need to take turns or find another toy. Their behaviour is good as a result; they are developing good relationships and get along well together. Effective teaching supports children to keep safe. For example, at the park, the childminder reminds children to be careful as they play. They also practise regular evacuations of her home, so are starting to learn about fire safety.

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

The childminder has a very clear understanding of the requirements of the Early Years Foundation Stage. She has a good knowledge of child development and uses her secure knowledge of the learning and development requirements to plan activities to promote next steps in children's learning. The childminder works effectively in partnership with parents and actively engages them in their children's learning and development. This ensures a consistent approach to meeting their learning and care needs. The childminder is confident about working closely with other professionals to promote children's development, if the need arises.

The childminder has good policies and procedures to support her practice, in order to safeguard children. She has a good knowledge of how to keep children safe from harm and understands signs and changes in behaviour that would alert her to concerns regarding children in her care. The childminder holds an appropriate first aid qualification and understands how to efficiently manage minor accidents and injuries to children.

The childminder reflects on her practice to make improvements. She describes self-evaluation as her own learning journey to improve and set new goals, in order to continue to make improvements to her practice and support children's learning. The childminder plans to attend more courses over the coming year, to expand her knowledge and to enhance her practice.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY469393        |
| <b>Local authority</b>             | Buckinghamshire |
| <b>Inspection number</b>           | 945481          |
| <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>      | 5               |
| <b>Number of children on roll</b>  | 1               |
| <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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