

Inspection date	27/01/2014
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder helps children settle into her setting by learning about their home routines and spending time with parents and children getting to know them. Children settle quickly and feel secure when they are with the childminder.
- The childminder helps children to learn about their own cultures and traditions as well as those of other people. This helps children feel special and important.
- The environment is welcoming, children can see toys and resources all around them and they move between play areas confidently.

It is not yet good because

- The childminder on occasion cares for too many children in the early years age range, for a short period of time, and this has the potential to compromise their welfare and safety.
- Educational programmes for communication and language, and physical development, do not fully support children's speaking skills or encourage children to develop coordination and fine motor skills.
- Hygiene routines for younger children do not fully encourage their independence and they lack experience in hand washing.

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 undertaken by the children and childminder.
- The inspector discussed practice with the childminder.
- The inspector sampled documents in relation to children's learning and development and training, support and skills, safeguarding and suitability.
- The inspector took account of parents' views through emails.
- The inspector read the self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband in High Wycombe, Buckinghamshire. The childminder uses the downstairs of the house for childminding and there is a fully enclosed garden for outside play. The family has a pet dog. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll. She works with a co-minder. The childminder takes and collects children from local schools, and attends various toddler groups on a regular basis. She holds a recognised early years qualification. The childminder operates four days a week from 7am to 7pm.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that ratio requirements are met at all times; make sure that no more than three children in the early years age range are cared for at any one time

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

- develop further educational programmes to support communication and language development and physical development, for example, by using finger rhymes and action songs to encourage children to play and practise sounds and to stretch and move with more control
- encourage children's awareness of their own health by supporting them in their independence skills such as hand washing

Inspection judgements

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

Although there were no children present in the care of the childminder, she interacts well with other children who are minded by her co-childminder in the home. The childminder ensures she sits at children's level to support their learning. She models painting, showing children how to use the resources and helps them identify the colours they are using. She guides children's attempts at activities, such as, puzzles and challenges their skills and capabilities. At other times when children lead play she sits on the floor and participates in their games with cars. She offers children lots of praise and encouragement as they play and learn. Generally she encourages their independent learning and this helps children gain confidence and self-assurance. The childminder uses sign language to support those

children who have communication difficulties. She has plans to introduce visual aids to help children make sense of their day. However, educational programmes to support their communication and language skills are too broad and do not focus enough on individual needs. Not enough value is placed on singing, finger rhymes and tone of voice to support children as they develop vocabulary. Overall, the childminder supports children's physical development through both inside and outside activities. They are comfortable moving around their environment. While most children handle resources with care, some with specific needs struggle to develop coordination and fine motor skills. Most children are developing within the prime areas of learning at expected levels for their age.

The childminder collects lots of information from parents to help her support children's individual needs. She is developing systems to collect additional information on what children can do to inform her initial assessments. She has started to use e-journals to record observations, evaluate children's progress and identify the next steps for their further learning. This is beginning to make a difference in how well she tracks children's development. Parents have secure access to their child's e-journal. They are able to share their views and comment on the childminder's observations. The childminder is keen to promote children's development in all seven areas of learning. She is less focused when planning educational programmes for younger children around the prime areas. This affects children's development of the early skills they need to tackle more specific learning goals. Some activities do not fully match their learning needs. The childminder assesses children's progress between the age of two and three years, as required and shares her assessments with parents. She provides parents with information on how well children are developing and next steps to work on. Overall, the childminder's systems for tracking children's development provide her with sufficient information to share with parents and guide planning. Appropriate suggestions are made to parents to help them support some skills related to children's independence.

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

The childminder works with parents and children, providing them both with time to settle into the routines of the setting and establish secure relationships. She and her co-minder use a key person system. Although they share lots of tasks, they focus attention on individual children. Those who are less secure follow the childminder throughout the day seeking her special attention. She models how to behave and encourages children to be gentle and polite towards others. Simple, but effective boundaries help children understand what is expected of them. They each influence each other through emerging friendships and overall they play with consideration and kindness. Some children play alongside others while other children are gaining confidence in engaging each other in games. The childminder is developing her skills in using a 'persona doll'. This gives children confidence and helps them share their feelings with others. The childminder also plans themed activities. This helps children build their understanding of their own and other cultures, beliefs and lifestyles. Resources around the environment reflect positive images of diverse communities. This prompts children to feel a sense of their own place in the world.

The childminder provides children with a well maintained and safe environment and reminds them of their how to stay safe during their play. As a result children learn which tap is safe to use and use tools, such as scissors, safely. She provides opportunities to play outside ensuring children are active. In addition the childminder plans dance and exercise games indoors. These help children to develop physically. Generally children are learning skills to help gain independence. The childminder works with parents to encourage children as they gain skills such as feeding themselves. She is less consistent in encouraging independence with skills such as helping children learn the skills of hand washing. The childminder works with parents to ensure children have a nutritionally balanced meal during the day. She provides children with fruit snacks and children are able to access drinks easily.

The environment is welcoming to children; they can see lots of resources and equipment ready for them to play with both inside and out. Overall, planning incorporates a sufficient level of learning to keep children interested and engaged. The childminder is generally successful in helping children gain emotional independence as they move forward in their learning towards school.

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

Systems to monitor and manage the delivery of the curriculum, observations and assessments are developing with the introduction of e-journals. However, there is an imbalance within planning which focuses more on group learning rather than the prime areas for younger children. The childminder works with parents to promote their understanding of systems to encourage more effective sharing of learning intentions. Overall, the childminder gives parents a broad view of children's learning.

The childminder has a suitable understanding of learning and development, welfare and safeguarding requirements. However, ratio requirements are not always met. This is because on occasion the childminder agrees to look after sleeping children of her co-childminder while they take a child to nursery. This is despite the childminder having the maximum number of early years children permitted, in her care. Insufficient consideration is given to what she would do in an emergency and also whether she is able to meet the needs of all children, should the children wake up. The childminder adequately demonstrates her understanding of her role in safeguarding. She discusses how she will respond to a safeguarding concern in order to keep children safe.

The childminder understands the importance of sharing information with Ofsted where a significant event occurs which may impact on her registration. The use of self-evaluation is basic and not fully effective in targeting areas for improvement. Weaknesses identified by other agencies are quickly actioned. She has good intentions and introduces new resources and practice but does not sufficiently evaluate how effective they are. Policies and procedures underpin the service she delivers and are updated regularly. Although, the childminder has maintained statutory training, she has not accessed training opportunities to develop her knowledge and skills further to support children's learning. The lack of up

to date skills impacts on the effectiveness of the educational programmes she delivers to children.

The childminder works sufficiently well with parents and recognises the importance of developing communication links with other early years providers, when children also receive care elsewhere.

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	EY391402
Local authority	Buckinghamshire
Inspection number	950788
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	10/11/2009
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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