

## Inspection date

Previous inspection date

23/07/2014

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 settle easily and quickly within this safe and welcoming environment. They demonstrate a good sense of security and confidence because of the warm relationships created by the childminder.
- Children's welfare is promoted because the childminder demonstrates a good understanding of her responsibilities with regard to safeguarding and child protection. She ensures the home is risk assessed, and supporting policies to keep children safe are in place.
- The childminder has a secure knowledge of how children learn and plans activities that are purposeful and effectively support all areas of learning.
- Communication and language skills develop well through the childminder's positive interaction with children. She listens carefully and asks a range of open-ended questions to help children think for themselves.

### It is not yet outstanding because

- The childminder has not developed ways to encourage parents to contribute to children's learning records, sharing activities and achievements their child has made whilst at home, in order to provide continuity in their learning and development.
- Storage drawers are not labelled to allow children to easily identify the content, for example with print or pictures.

## 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 had a tour of the setting.
- The inspector observed the childminder and children.
- The inspector examined a sample of children's records, policies and other paperwork.
- The inspector read feedback from parents.
- The inspector discussed the childminder's self-evaluation.

## Inspector

Alison Southard

## Full report

### Information about the setting

The childminder registered in 2014 and works with an assistant. She lives in a three bedroom detached house with her husband and two young children in Bourne End, Buckinghamshire. All of her home is available to use with minded children and they have access to a communal garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has pet guinea pigs and has a relevant level 3 qualification. Her home is close to shops and local amenities and she takes and collects children from school.

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

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

- encourage parents to contribute to their child's learning records and to share relevant information related to their child's experiences at home in order to promote continuity of education
- enhance the way in which resources are presented to allow children to easily identify the content of drawers. For example, by labelling them with print or pictures.

## Inspection judgements

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

The childminder has a good understanding of child development and how children learn. She interacts well with children during activities and encourages a balance of adult led and child initiated activities. The childminder is skilled in using strategies for developing language and extending children's thinking skills. For example, she skilfully asks children what they need to make the castle they want to build and helps them to collect resources such as cardboard boxes and a play tool set. The childminder ensures that learning has meaning by encouraging children to notice what is happening in the world around them. She links learning so that children can both experience and look at books about things they are interested in, such as the guinea pigs the childminder has recently introduced into her home.

The childminder makes careful observations which are linked to the Early Years Foundation Stage, and which identify the next steps for each child's development. Children make good progress because of the effective way the childminder observes and assesses their progress and plans constructively for their future learning. The childminder has a growing understanding of the process she needs to follow for the progress check for two

year olds and of the importance of involving parent's with this check to ensure an accurate assessment of children is made.

The childminder has organised the environment so that it is welcoming and well organised, with a good range of age appropriate resources. Children can access resources from coloured storage drawers. However, these are not labelled so children are not able to identify the contents of the drawers before opening them. The childminder provides children with lots of opportunities to develop their physical skills as they build sandcastles outside in the sand tray, or put shapes into shape sorters inside. Children explore technological toys, pressing buttons to light up and make sounds, and role play as they dress up as different characters. The childminder encourages early writing skills offering children opportunities to create with pens, crayons and chalks. Several books are available to children to encourage early reading skills, including books to teach children about diversity and different cultures. Children also have opportunities to recognise their names because the childminder provides named pegs for children's individual hand towels. This enables children to realise that print has meaning and to recognise their names in readiness for school.

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

Children form close bonds with the childminder and are comfortable and at home in her care. They settle well because of the information shared with parents regarding their routines and home-life. This also enables the childminder to value and include the children within the setting and they form a strong sense of belonging as a result. Children express their needs and choices, demonstrating confidence in the environment. Children behave well because they are well occupied and supported by the childminder. The childminder's good role-modelling and meaningful discussions help children to understand what is expected of them. The childminder encourages children's independence. For example, she helps children to gain self-care skills with toileting and eating. As a result, children are learning skills to help them move on to the next stages in their learning.

The childminder gives a high priority to the safety of children. She carries out effective risk assessments to minimise any hazards to help to ensure children can explore safely. The childminder's purposeful discussions promote children's understanding of safety. For example, she discusses road safety when on outings and children discuss how it is important to wear sun cream to prevent sunburn. This demonstrates children's growing awareness of how to keep themselves safe.

The childminder prepares healthy snacks and meals that meet children's developing needs and dietary requirements. Children learn where food comes from. For example, they discuss how carrots grow and where apples come from. She supports them to learn appropriate table manners and through her discussions enables them to enjoy the foods they eat.

Children learn hygienic practices, such as washing their hands before they eat and after stroking pets. The childminder is a good role model encouraging hygiene at all times. As a

result, children are starting to understand simple health and hygiene practices. Children have regular access to fresh air as they play out in the enclosed rear garden, visit the park to feed the ducks and walk to the local marina. The childminder also visits the local parent and toddler group so they can socialise with a wider range of children and adults. This helps the children to develop their confidence and social skills for their eventual move to pre-school or school.

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

The childminder has a secure understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and ensures her assistant is also fully aware. Both the childminder and her assistant have attended training and have a good knowledge of child protection issues and the process to follow if there are concerns for a child's well-being. The childminder has thought about potential hazards in her home and when she takes children out, and has taken steps to minimise these. She has made her home safe, for example by using safety gates to prevent children from going on the stairs. The childminder ensures that parents are aware of the policies and procedures which support her practice.

The childminder has a good understanding of her role in the monitoring of the delivery of educational programmes and of the continuous provision for children in the indoor and outdoor learning environments, in order to plan for their learning needs. The childminder monitors and tracks children's progress, ensuring they are making good progress towards the early learning goals. The childminder discusses children's progress with her assistant and is supporting the assistant to learn about the system she uses to assess and record children's development. The childminder ensures parents know about their children's day through regular feedback. Parental feedback demonstrates that relationships with parents are good. Parents state how the childminder shares information with them regularly and how she has a warm, caring and approachable nature. However, parents provide limited information about their children's learning at home in order to further enhance the activities planned.

The childminder recognises her strengths and accurately identifies areas for improvement, such as attending further training. This ensures priorities for improvement are well targeted to benefit the children in her care and support her in monitoring and improving the quality of children's learning experiences. Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. She understands she can contact relevant agencies when she feels children need additional support. The childminder shows a clear understanding of the importance of sharing information with other professionals in order to help children make good progress and prepare them for the next stages in their learning.

### **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>	EY473513
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	956546
<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>	10
<b>Number of children on roll</b>	8
<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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