

**Inspection date**

12/08/2014

Previous inspection date

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 provides fun and challenging learning opportunities for children that help them to make good progress towards the early learning goals.
- Children are very happy and content in the childminder's care because she promotes their emotional well-being effectively, enabling them to feel safe and grow in confidence.
- Partnerships formed with the parents are good; the childminder shares information so they are up to date about what their children do, and the care provided.
- The childminder reflects on her childminding service well to make continuous improvements and, therefore, benefit the children and their families.

**It is not yet outstanding because**

- The childminder does not extend children's interest in books through using resources such as story sacks, props and puppets.
- The childminder has not fully developed the outdoor play space to help children to make progress in their all-round development.

## 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 lounge, dining room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's policies and procedures, parent consent forms, children's records and the childminder's observations of children's activities.
- The inspector took account of the views of parent's feedback given in questionnaires.

## Inspector

Kim Mundy

## Full report

### Information about the setting

The childminder registered in 2014 and she lives with her husband and young son in High Wycombe in Buckinghamshire. The whole of the house is available for childminding and there is a garden for outside play. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 7am to 6pm Monday to Friday except for family holidays agreed in advance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child 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:

- encourage children's further interest in books through the use of resources such as puppets and props
- develop the outdoor learning environment to support all areas of children's learning.

## Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn and develop. She fully embraces the Early Years Foundation Stage framework and plans an interesting range of activities, which capture the children's interest. The childminder encourages children to be independent as they choose the toys they want to play with. She interacts warmly with the children and she helps them to develop at their own pace. Above all, the childminder places a strong emphasis on children having fun in her care.

Children develop good communication, language and literacy skills during all activities. The childminder provides running commentary and encourages children to chat and respond by asking open questions. The childminder provides a good range of books and children enjoy a story each day. However, she does not make use of puppets and props to enhance storytelling and extend children's further interest in stories. Children have many good opportunities to practise early writing as they make marks with their fingers in paint, shaving foam and dough, for example. In addition, they use crayons and pencils to write on paper.

The childminder plans many activities to teach children an understanding of number, colour, size and shape. Children learn to count during the daily routine, for example, their

raspberries at snack time. During a water play activity, children explore measurement as they have fun filling and emptying containers. The childminder suggests they find objects to float and sink to further extend their learning. Children increase their small-muscle skills as they fit puzzles together and build with bricks. They fit Russian dolls inside one another, which helps them to learn about size and placing objects in the correct order. The childminder successfully extends the children's understanding of early mathematics during their play.

The childminder provides good opportunities for children to develop large-muscle skills as they climb, bounce, balance and slide on apparatus. However, she does not provide a wide variety of activities and resources in the outdoor environment to fully support children's all-round development in the different areas of learning. The childminder teaches children about the world in which they live. They enjoy nature walks and trips to the farm where they feed the animals collect the eggs and stroke the rabbits and goats. The childminder provides toys and resources to help children learn about diversity. Children find out how things work as they use toy telephones, musical key boards and other programmable toys. They develop their creativity and imagination as they play musical instruments, dance and sing songs and rhymes. As they paint, children observe changes in colour and they enjoy sticking with different craft materials such as feathers and glitter. The childminder helps children to become curious learners and she prepares them well for the next stage of their learning.

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

The caring and relaxed childminder provides a warm and nurturing care for young children. She offers parents a home visit before their child starts her setting in order to meet them in the comfort of their own home where they feel happy and secure. The childminder finds out all she can about the children before they start. She completes necessary paperwork such as contracts and gathers information about the children's care and educational needs. This helps her to provide a good childminding service for children and their families.

The childminder makes good use of the space in her home and provides a wide range of toys and activities that encourage children to be active learners. She has a good range of nursery furniture to meet the needs of the children attending such as a high chair, potty, travel cot and buggy. The childminder manages children's behaviour well, providing a good role model to help children develop politeness and consideration of others.

Children enjoy fresh air and exercise everyday as they as they use slides, ride-on toys and more challenging apparatus at the local park. The childminder teaches children to be aware of their own safety. For example, they learn about crossing the road safely and take small risks as they climb on apparatus at the park. The childminder provides healthy snacks and meals according to children's individual dietary requirements. They enjoy sociable meal times with the childminder as they sit at the dining table and learn good manners.

Children have space to move around and play on the floor in a clean and comfortable home. The childminder follows good hygiene routines and she teaches children to wash their hands before eating and after using the bathroom. Children have individual hand towels and the childminder shares her suitable sick child policy with parents to prevent the spread of unnecessary illness. The childminder has a first-aid qualification and effective systems are in place to record accidents and medication administration. The childminder successfully promotes the well-being of the children.

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

The childminder is well organised and therefore, she has all the relevant paperwork in place for her new childminding service. The childminder has a good understanding of child protection because she attends safeguarding training courses to update her knowledge and understanding. Therefore, she is able to follow correct local child protection procedures to safeguard the children. She has thorough risk assessments in place for her home and outings in order to minimise possible hazards. The childminder has an emergency evacuation procedure in place, which children practise so they know what to do in the event of a fire. The childminder evaluates the successfulness of her provision by continually reflecting on her practice. Since registration, she has further developed her knowledge and skills by attending various training courses such as food hygiene, planning and assessment. This demonstrates her enthusiasm and ability to make continuous improvement.

The childminder is fully aware of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She plans a well-balanced educational programme to help children to make good progress towards the early learning goals in preparation for future learning. The childminder is fully aware of her responsibility to carry out the progress check for two-year-old children and to provide a written summary for parents as and when required. Each child has an informative learning journal containing photographs and the childminder's observations of their involvement in activities. The childminder completes six-monthly summaries on the children's progress. This helps her to identify and take action to close any gaps in their learning.

Parents are very complimentary about the childminding service they receive and the progress their children make in her care. Every day, the childminder takes time to talk to parents about their child's routine and achievements and she also completes a daily diary. The childminder maintains all of the necessary paperwork to underpin the good care and education of young children. Children clearly enjoy the quality time they spend with the childminder and her family.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY471613
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	955822
<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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