

Inspection date

Previous inspection date

20/08/2014

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 provides a wide range of activities which interest and challenge children's learning and development. As a result children make good progress.
- Children develop secure and caring relationships with the childminder. Consequently children feel safe and confident to learn.
- The childminder works closely with parents and actively engages them to participate in their child's development. This enables her to keep them informed and involved in the care and learning of their children.

It is not yet outstanding because

- The childminder has fewer resources to support and develop children's awareness of cultural diversity.

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 and interaction between the childminder and children in the main playroom.
- The inspector looked at a selection of policies, procedures and children's assessment and development records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2011. She lives with her partner and two young children in Aylesbury, Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is an enclosed garden for outdoor play. The childminder walks and drives to local settings to drop off and collect children. There are currently three children on roll; of these, one child is in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary 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:

- enhance the range of resources to promote children's awareness and understanding of cultural diversity in the world around them.

Inspection judgements

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

The childminder supports children's learning and development well. She uses her knowledge of children's development to effectively provide activities across all areas of learning. The childminder uses the Early Years Foundation Stage and related guidance documents to plan and assess children's development and learning and plan activities which actively engage children. For example children enjoyed digging through an ice sculpture to discover their toys. The childminder extended children's language and imagination as they searched for frozen treasure. She asked them questions and encouraged critical thinking, for instance, about how they thought the ice might melt faster.

There is a good range of resources to sustain children's interest and children enjoy learning. However, there are fewer resources to fully develop and extend the children's understanding of other cultures and the wider world so they learn about diversity. The childminder plans interesting and challenging experiences across all areas of learning. She involves herself actively in the children's play and this enthuses and sustains their level of interest and engagement. For example, she joined in imaginary play with children as they pretended to refuel their cars at the petrol station. She also skilfully listens and adapts activities. For instance, making cupcakes out of play dough leads to a discussion around birthdays. Children developed their attention and listening skills as they responded to questions, such as about how many candles they had on their cakes. This also reinforces children's early counting skills.

Detailed assessments ensure that children's progress is closely monitored and educational programmes implemented to personalise learning experiences to meet children's individual needs. The childminder uses her observations effectively to identify next steps for learning. As a result, she plans activities which offer good levels of challenge that are appropriate to children's ages and stages of development. For example, when children made their own play dough the childminder helped them to measure and count ingredients. They talked about different textures and how things work, for example mixing water and flour makes dough.

The childminder involves parents in their children's learning and development as she shares a daily diary, development summaries and informal chats when children arrive and are collected. Parents make positive comments about their children's progress and particularly how well children develop their confidence and language skills with the childminder. Consequently, children make good progress in their learning and development.

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

The childminder provides clear boundaries and expectations for behaviour through simple age-appropriate explanations. For instance, the childminder reminds them to share their toys and be kind to each other. The childminder acts as a good role model to the children, through her sensitive and caring approach and children follow her good example. As a result children behave well in the childminder's care. The children show a high level of confidence and self-esteem because the childminder gives them lots of praise and encouragement.

Children develop warm and secure relationships with the childminder as she spends time playing with them promoting their interests and learning. The childminder has a good understanding about individual children's likes and dislikes and their care routines because she shares information with parents each day.

Children develop a good understanding of self-care through effective embedded hygiene practices, such as hand washing. The childminder organises the play and learning environment to promote children's self-help and independence skills. She takes them to the local children's centre to take part in art and craft activities, story time, singing and dancing. This helps children to develop and extend their social skills.

The childminder teaches children how to keep themselves safe. They frequently take part in fire drills so they know how to evacuate the premises quickly and safely in an emergency. The childminder reminds them of road safety rules when they go on outings. They have daily opportunities to play in the garden to develop their physical skills and benefit from fresh air. For example, children enjoy playing on the trampoline and riding cars and scooters to develop their coordination skills. The childminder plans to develop children's awareness and understanding about keeping healthy through planting and growing their own fruit and vegetables. Children are able to help themselves to fresh drinking water to promote their well-being. This means that children's health and well-

being is supported and they learn effectively about healthy lifestyles. The childminder assists children to progress to the next steps in their care and learning, for instance managing toilet training or developing the confidence needed to start nursery.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of child protection issues and follows good safeguarding practice to create a safe and secure environment for the children. This is strengthened through her safeguarding policy which she shares with parents. She is aware of her responsibility to report any safeguarding issues and is clear about who to contact if she has any concerns regarding the welfare of the children in her care. She completes written risk assessments on her home, garden and any outings, taking the appropriate action to minimise hazards to children. The childminder carries out daily checks to ensure that the house is safe before the children arrive, which further promotes children's safety.

The childminder has a good knowledge and understanding of the learning and development requirements. She completes regular reviews of the children's learning to ensure they achieve well in each area. She completes the required progress check for children aged two years and shares these with parents. She encourages parents to contribute to the planning of their child's next steps in learning. The childminder uses observations and children's interests and therefore effectively plans to meet their individual needs. This means that she is able to monitor the educational programmes effectively to prevent any gaps in children's learning arising.

The childminder regularly reflects on her practice, and includes the views of parents and children to enable and promote improvement. This demonstrates that the childminder has a good capacity to develop her service. The childminder values parents' involvement in their children's learning records and has established good partnerships with them. She gives parents verbal and written feedback about their child's learning, informing them about what they have done on a daily basis. This means that parents feel involved and consequently this participation benefits children's progress in their learning at home and with the childminder.

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

Unique reference number	EY377242
Local authority	Buckinghamshire
Inspection number	892305
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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