

**Inspection date**

20/10/2014

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 plans meaningful activities according to the children's interests and the quality of teaching is good. Therefore, children make good progress towards the early learning goals.
- The childminder and her assistant develop close attachments to the children and take positive steps to safeguard them so they feel safe and secure in their care.
- The childminder has a strong drive for improvement and is keen to continually develop her service to benefit the children and their families.
- The childminder establishes effective working relationships with parents in order to meet their children's welfare and learning requirements.

**It is not yet outstanding because**

- The childminder does not extend children's interest in books through resources such as story sacks, props and puppets.
- There is a limited range of toys and resources to fully promote children's understanding of 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 in the lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.  
The inspector looked at the childminder's self-evaluation form, a selection of
- policies, parent consent forms, children's records and the childminder's observations of children's activities.
- The inspector took account of the written views of parents.

## Inspector

Kim Mundy

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and child in Winslow in Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder walks and 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 7.30am to 6.30pm, Monday to Friday, except for family holidays agreed in advance. As and when the need arises, the childminder works with her husband who is her assistant. She is currently minding one child in the early years age range. 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:

- encourage children's interest in books further through the use of resources such as puppets and props
- provide further toys and resources to strengthen children's understanding of diversity.

## Inspection judgements

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

Children thoroughly enjoy their time in the care of the childminder and her assistant. The enthusiastic childminder uses effective teaching techniques to promote children's involvement in a variety of worthwhile activities. She has a secure knowledge of how children learn and progress, which means that planned activities capture the children's interest and in addition, they are curious to explore and initiate their own learning. The childminder successfully plans appropriate and exciting activities with a good range of resources to extend children's learning. For example, she set up a large tray with different plates of shaving foam. She made paint available for children to add to notice the changes in colours as they mixed it into the shaving foam and a variety of tools and objects to make marks with such as glow sticks, sponges, conkers, strips of fabrics and shiny materials.

The childminder supports children to make good progress in their personal social and emotional development, for example, by making choices about the colour apron they want to wear and the tools they want to use. At the beginning of the activity, children were unsure about the feel of the shaving foam on their fingers, so the childminder suggested

they use the glow sticks, which they were very happy to use. The childminder encourages children to listen and chat about what they are doing through thoughtful questioning, allowing time for children to respond, and by modelling language herself. For example, during this exploratory activity with shaving foam, the childminder introduced language such as 'squishy'. This encourages their good communication skills. The childminder also encourages children's mark-making skills as she encourages them to use different tools and materials to make marks, for example in the shaving foam. Children were highly involved investigating the feel of the shaving foam and were enthused as they noticed the marks they made with their hands. The childminder introduced discussions about colour, number, size and shape to extend the children's early understanding of mathematics. Children developed their understanding of the world as they notice colour changes when adding the paint to the shaving foam.

Children observe words and letters in their play environment so they begin to understand that print carries meaning. They enjoy looking at books and listening to stories. However, the childminder misses opportunities to use puppets and props to further encourage their enjoyment of books. The childminder encourages children to learn about the world around them and how things work as they use binoculars, spider catchers and bug boxes in the garden. They enjoy looking at photographs of themselves and their families, which helps them to develop a sense of own immediate family and relations. However, there are few resources to support their understanding of diversity. The childminder provides a good range of toys and resources to encourage children to be imaginative and creative such as role play resources and musical instruments. 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 childminder and her assistant provide a homely and welcoming environment for children and their parents. Children settle in at their own pace so they feel safe and secure in the childminder's and her assistant's care. The childminder finds out all she can about the children's needs during this settling-in time in order to help her meet their needs when they are left in her care. Children are very happy and the childminder's clear explanations and boundaries help young children to begin to manage their own behaviour. Children learn to take turns and share during their play, for example, as they roll the ball back and forth with the childminder's assistant. The childminder and her assistant praise the children for the smallest of achievements, which develops their confidence and self-esteem. This prepares them well socially and emotionally for the next stage of learning.

The childminder promotes the children's health and well-being. She provides healthy snacks and lunches according to the children's individual dietary requirements. Children's independence skills increase as the childminder encourages children to use a knife safely to cut up soft fruits. The childminder is very organised and relevant paperwork is in place to record accidents and the administration of medication. The childminder and her assistant are both qualified to administer first aid in an emergency situation.

The childminder encourages children to be active outdoors. Her garden is enticing for

children because the childminder adds interest high up and low down. For example, children enjoy balancing on stepping stones and observing shiny ribbons blowing in the wind up on the fence. At the park, children learn to keep safe as the childminder encourages and supports them to challenge their skills on apparatus and when climbing trees and over logs. The childminder teaches children about road safety and they practise the fire drill so they know what to do in the event of an emergency.

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

The childminder understands her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. Visitors are required to sign the visitor's book and to hand over their mobile phone as an extra safeguarding precaution. The childminder completes risk assessments for the environments the children use. She takes steps to minimise possible risks, for example, by using safety gates at the base of the stairs and installing fire detection and firefighting equipment. Therefore, the childminder promotes the safety and well-being of the children in her care. The childminder is not complacent; she reflects on her practice and values the parents and children's views about her childminding service. She attends training courses to keep up to date with current child care issues.

The childminder has a good understanding of her responsibility to implement the learning and development requirements of the Early Years Foundation Stage. The childminder plans the educational programme to help children to develop the skills they require for moving on to the next stage of their education. For example, she encourages children to be as independent as possible as they learn self-help skills and make choices in their play environment. 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 of this for parents. This also helps to identify and close any gaps in the children's learning, should they occur.

The childminder develops good partnerships with parents. Parents receive a 'welcome pack' and complete all the necessary details to help the childminder to meet their child's individual needs. The childminder also provides a daily diary, which keeps parents up to date about their child's routine and activities. Parents are fully aware of their child's progress as they have access to their child's learning journal. This includes photographs and the childminder's observations of the child during their play. The childminder uses relevant guidance to support her judgements about the children's progress and she identifies their next steps for learning. Comments from parents reveal they are very pleased with the childminding service they receive. For example, positive comments include 'My child is coming along in leaps and bounds'.

### **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>	EY418890
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	986173
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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