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|--------------------------|------------|
| <b>Inspection date</b>   | 22/10/2014 |
| Previous inspection date | 15/05/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| 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 has a good understanding about how to promote the health and safety of the children in her care. She has assessed all risks to her premises and has minimised these so that children are able to access all areas safely.
- The childminder provides fun and challenging learning opportunities for children that enable them to make good progress towards the early learning goals.
- The childminder promotes effective partnerships with parents, which in turn helps her to meet the children's individual needs effectively.
- The childminder is very keen and enthusiastic and she develops her skills to benefit the children.

### **It is not yet outstanding because**

- The childminder does not fully enhance children's interest in books, for example, through using additional resources, such as story sacks, props and puppets.
- Although children explore some media and materials, the childminder has not introduced a wide range of opportunities to extend further their mark-making skills.

## 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 1995. She lives with her husband and three adult children in Marsworth, Buckinghamshire. The ground floor of the house and first floor toilet facilities are available for childminding and there is a garden for outside play. There is a secure pond in the garden. The family has a dog and two cats. 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 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 and she also cares for five children after school. The childminder holds a Level 3 home-based childcare qualification.

### 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, for example, through the use of resources, such as puppets and props
- provide a wider range of mark-making opportunities to further extend children's exploration.

### 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 the early learning goals and how to help children to progress towards these. She plans activities based upon the children's individual interests in order to capture their interest and to extend their skills. The childminder has effective systems for monitoring and assessing the children's progress and she shares this information with parents. Good quality toys and resources are easily accessible to the children.

The childminder helps children to make good progress in their personal, social and emotional development. She makes good use of local early years settings to encourage young children to socialise with others. The childminder teaches children to share and take turns as they play. She sets up their play environment to encourage them to make independent choices about what they want to play with. Children make good progress in their physical development. In the garden, they develop control over their bodies as they ride trikes, throw and catch balls and balance on the see-saw. The childminder provides good opportunities for children to develop their smaller muscle skills, for example, as they

construct with bricks and match shapes.

The kind and caring childminder has a gentle approach and she allows children time to think and respond when she engages them in conversations. During all activities, the childminder models language and she repeats words back to the children in the correct way to extend their vocabulary. As a result, the children make good progress in their speaking and listening skills. Children enjoy looking at books and talking about what they see. However, the childminder does not always extend children's interest in stories further, for example, by using puppets and props. The childminder teaches children about the world in which they live. Children experience first-hand opportunities to learn to care for living things as they feed the ducks. In order to teach children about technology, the childminder encourages children to press buttons and pull levers on many programmable toys. Children have fun visiting the canal boats and learn about how other people live. When celebrating the festival of the Chinese New Year, they join in art and craft activities such as dragon making.

The childminder plans some good opportunities for children to develop their imagination and creativity. Children enjoy exploring dough, painting and sticking activities and songs and rhymes. However, the childminder provides fewer opportunities for children to explore a wider range of media and materials such as lentils, pasta and a cornflour and water mixture. Children are engaged in make-believe play, for example, with the train set and as they cook and make cups of tea. The childminder teaches young children basic mathematics through activities such as singing simple number songs and rhymes. She encourages young children to count 1-3 and identify colours and shapes, for example, as they fit the train track together and complete puzzles. The childminder successfully helps children to acquire the skills they need for their next stage of learning.

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

The caring and relaxed childminder provides a friendly and nurturing environment for children. Children enjoy cuddles and sitting with the childminder as they play, and this helps them to feel safe 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 in order to provide her good childminding service. Children are very well-behaved and they respond positively to the praise and encouragement offered by the childminder. As a result, they develop positive self-esteem and confidence.

Children develop a good appreciation of living a healthy lifestyle. They copy the childminder's good hygiene routines, such as sweeping up. The childminder provides a child-size dustpan and brush in order for young children to copy and achieve successfully. The provision of food is negotiable with the childminder. The childminder provides healthy snacks, such as fruit and crackers, and the children help themselves to drinks when they are thirsty. The children experience sociable meal times when they sit with the childminder and learn good manners. Children enjoy daily fresh air and exercise and the childminder teaches them to keep themselves safe by talking about and practising road safety. At the

park, young children learn to climb safely on more challenging apparatus, with the childminder's support. The childminder plans many outings, for example, to the farm, museum, children's caf and soft play area, and this broadens the children's experiences.

The childminder has a first-aid qualification and she keeps an accurate record of accidents and administration of medication. She has suitable procedures in place for managing emergency situations and she calls upon another registered childminder to assist. The childminder provides nursery furniture and equipment to meet the needs of the children attending, such as a buggy, potty and booster and car seats. Therefore, the childminder fully promotes the well-being of the children.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. In order to safeguard children, the childminder keeps up to date with child protection training. Therefore, she knows the signs to look out for and the correct procedures to follow if she has concerns. The childminder carries out risk assessments to keep children safe in the environments they use. For example, the childminder has safety gates, fire-fighting apparatus and an emergency evacuation procedure, which children practise so they know what to do in the event of a fire. All of the required paperwork is in place, for example, contracts, a daily attendance register and record keeping for accidents and the administration of medication.

The childminder is aware of her responsibility to deliver the learning and development requirements. She uses ongoing assessment effectively to monitor children's good progress. The information gathered helps her to identify what she needs to do to help the children to achieve their next goal. The childminder has a suitable system in place for the progress check for two-year-old children. The childminder establishes purposeful and trusting relationships with parents. They receive copies of the childminder's comprehensive policies that underpin her good childminding provision. Parents are very happy with the childminding service and they hold the childminder in high regard. Their comments include 'children are considered part of the family and the childminder has an excellent rapport with the children and works with us on our ideas'.

The childminder has good systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and talking to the children. She successfully recognises her own strengths and weaknesses, and has the capacity to make continuous improvement. She keeps up to date with necessary changes and attends training courses to enhance her knowledge and skills for caring for children.

### **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>     | 140572          |
| <b>Local authority</b>             | Buckinghamshire |
| <b>Inspection number</b>           | 841435          |
| <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>      | 6               |
| <b>Number of children on roll</b>  | 1               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 15/05/2009      |
| <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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