

<b>Inspection date</b>	18/11/2014
Previous inspection date	04/02/2009

<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 consistently plans and delivers a varied programme of activities that are in keeping with children's developmental stages. Children engage in activities that interest and motivate them.
- The childminder makes effective use of assessment of children's progress to plan what they need to learn next. As a result, children make good progress in their learning and development.
- There is a good relationship between the childminder and the children. They are emotionally secure so are ready to learn.
- The childminder manages her provision effectively which enables her to meet children's needs well.

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

- The childminder does not make full use her garden to enhance children's learning.
- The childminder provides children with fewer opportunities to explore sound.

## 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 children's activities, indoors and outside.
- The inspector looked at children's assessment records and discussed activity plans and evaluation methods with the childminder.
- The inspector discussed safeguarding arrangements with the childminder.
- The inspector sampled required documentation and discussed improvement plans with the childminder.

## Inspector

Cordalee Harrison

## Full report

### Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their two children in Buckingham, Buckinghamshire. The childminder mainly contains childminding activities to the ground floor of the home, where children use the family room, and the living and dining rooms. The childminder provides sleeping facilities for children on the first floor. There is an enclosed back garden for children's outdoor play. Currently, there are three children on roll in the early years age group.

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

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

- develop the use of the garden to support children's all round learning
- increase opportunities for children to explore sound in the programme for the expressive arts and design.

### Inspection judgements

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

The childminder plans and delivers a varied programme of activities that are in keeping with children's developmental stages. This programme means children engage in stimulating play that motivates them to learn. The childminder routinely observes, tracks and checks children's progress. She makes good use of the information that she gains from parents and others involved with the children to consistently help children to move on to the next stage in their learning. She helps children make good progress at a pace that is specific to them individually. This approach means learning builds progressively on what children can do. This means children make good progress in their learning and development from their starting abilities, and in readiness for school.

The childminder's close engagement with children in their activities helps them learn in practical ways. For example, during the inspection, when the children used crayons she encouraged them to hold these between their thumbs and forefingers. She extended the activity to help the children to practise skills that increased their independence and self-care. Children learn to feed themselves and dress in preparation for playing in the garden because they develop their hand and finger coordination. The childminder uses children's physical activities to help them to learn about cause and effect. For example, as the children pedalled a toy cart the childminder helped them to understand that it is their actions that make the cart go and change direction, which intrigued the children so they

practised more. The quality of teaching is good.

Children express their creativity in many ways. The childminder uses creative activities to support children's learning through explorations across other areas. For example, during the inspection when children played with the sand and water the childminder successfully used the activity to increase children's understanding of mathematics. They learnt that the sand is heavier when it is wet which makes it more difficult to carry.

The childminder uses child-development guidance well, which helps her to set appropriate challenges for children who are at different stages of learning. The childminder promotes children's communication and language skills well. She knows when to deepen their understanding with a single word or to introduce a more complex sentence. Children learn to listen carefully.

The childminder engages children in many activities that involve them in singing and listening to music. She provides fewer opportunities for children to explore sound independently and start to make music. The childminder teaches children to understand early technology in ways that are in keeping with their developmental stages. This helps prepare them for the eventual move to school.

The childminder uses children's outdoor play to develop their understanding of the area in which they live and of the wider community. For example, children regularly visit the library and park where they meet and socialise with others under the childminder's guidance. The children regularly use the childminder's garden and they are excited to play outdoors. The childminder is less creative about how she uses her garden space to continually extend and enhance children's learning, which is particularly important for those children who prefer learning outdoors. Children gain the skills, attitudes and dispositions they require for the next stage in learning.

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

The childminder provides a welcoming and well-resourced environment. The variety and range of good-quality play resources that the childminder makes easily available to children helps them to explore and further their interests, particularly when they are indoors. Children are at ease in the environment and make choices about the resources that they want to use so they become independent learners.

The childminder gives children her time and attention in play. This helps children to learn to trust her and to develop secure emotional attachments with her. Children are emotionally secure and well prepared for the next stage in learning.

The childminder models play for young children and this helps them to share and take turns. In ways such as these, the childminder helps children to progress from playing alone to joining with others. The childminder uses behaviour methods that are well suited to children's developmental stages. She helps children understand right from wrong and to show consideration for others. These positive attitudes and values help children to begin

to value themselves and others.

The childminder is respectful of children's cultural practices and sensitive to their individual personal needs. This helps children learn that children and families differ. She is very careful to listen to parents and follow their guidance, so she meets children individual needs consistently well. The childminder understands that it is important for children to learn to eat a variety of foods. She works closely with parents and offers young children food that is nutritiously balanced as well as varied in taste and texture. This care helps children to develop a taste for healthy foods as part of learning about healthy lifestyles. The childminder models safe food-handling practices for children; she washes her hands and the fruit and explains why she does this to the children.

The childminder uses activities inside and outdoors to help children to develop their understanding of personal safety. For example, she explains why it is important to tidy items away when they have finished using them and helps children to do so. She teaches children to use appropriate tools safely, such as scissors. These actions help prevent minor accidents.

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

The childminder's checks on her delivery of the educational programmes are effective in supporting children's learning and development and providing a broad range of experiences. The childminder keeps children's learning moving forward at a good pace from where they started, and in line with their abilities and expected developmental stages. The childminder implements the learning and developmental requirements effectively.

The childminder implements the safeguarding and welfare requirements well. She understands clearly what to do if concerns arise about children's welfare. She shares safeguarding information with parents to make sure that they all understand her role and responsibilities. The childminder keeps required records accurately. The childminder makes effective use of risk assessments so children play in safe, secure environments indoors and outdoors. Good hygiene standards and practices reduce the risk of cross infection for children. This care helps her maintain children's good health and safety well

The childminder achieves good partnerships, including with parents and other early years staff where children attend more than one setting. She fully understands the importance of effective partnerships in helping her meet children's individual needs effectively. The childminder completes the progress check for children aged between two and three years and shares the written summary reports with parents, so they are kept up to date about their children's progress. Parents report that they welcome the open manner in which the childminder engages with them. This approach helps them to understand how the childminder supports and promotes their children's learning and involves them in it.

The childminder evaluates her practice effectively. Evaluation helps her to prioritise

improvements and to act quickly to address areas for development. The childminder attends some training courses, and makes use of on-line resources to improve her safeguarding and childcare knowledge and practices. She is making good use of training opportunities to keep her childcare knowledge up to date and improve her teaching.

### **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>	EY374587
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	829382
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/02/2009
<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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