

Inspection date

Previous inspection date

15/01/2015

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 has a good knowledge of how children learn, and this enables her to promote children's learning and development very well. Consequently, children are enthusiastic to play and learn.
- Children are happy and contented in the childminder's care. The positive interaction between the childminder and the children show that they have developed secure relationship with her.
- The childminder manages her provision effectively and this enables her to safeguard and promote children welfare well.
- The childminder engages closely with parents to meet children needs, and she routinely shares information with them about children's achievements.

It is not yet outstanding because

- The childminder miss opportunities to help the younger children to learn the importance of washing their hands before they handle food.
- Partnerships with other early years providers, where children attend more than one setting, are not fully developed to consistently promote continuity of learning for all children.

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.
- The inspector reviewed an activity and children's assessment records with the childminder.
- The inspector reviewed qualifications and suitability information with the childminder.
- The inspector sampled documentation, took note of the parents' comments and discussed self-evaluation and improvements with the childminder.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2012. She is registered on the Early years and the compulsory and voluntary parts of the Childcare register. She lives with her husband, and two other family members in Hyde Heath, in Buckinghamshire. The children mainly use the conservatory and the kitchen of the childminder's home. Sleeping, washing and toilet facilities are on the first floor. There is a secure garden at the rear of the premises for children's outdoor play. Currently, there are 13 children on roll, and of these four are in the early years age group. The family has a pet dog.

What the setting needs to do to improve further

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

- consolidate younger children's learning of healthy lifestyles, by supporting them to fully understand the importance of consistently good hygiene practices, such as hand washing before handling food
- develop further the procedures for communicating with other early years providers to make sure that the childminder's practices consistently compliment learning in the setting in which children spend the most time.

Inspection judgements

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

The childminder routinely plans activities that cover the seven areas of learning. She makes good use of activities that she leads with clear aims for each child, as well as activities that the children start to support and promote their learning each day. For example, she uses a well planned and resourced music activity to promote and challenge children learning across several areas. She uses the activity to help children to listen and pay attention. The childminder extends children's vocabulary and helps them to understand concepts, such as loud and quiet. She further uses the activity to develop children's memory and recall. For example, children link a nursery rhyme to their pretend play about fire officers. Children increase their coordination as they bang and shake the different types of instruments. They show precise movement as they pick up beans between their thumb and forefingers, and use these to make their own shakers. The childminder knows that when children practise these movements they are developing the skills they need to help develop their early writing skills. The childminder's good planning and resourcing of the activities extends children learning and their creativity. For example, as children learn to make and play musical instruments.

Children use their understanding of colour to make choices about what they want to play with. The childminder develops the activity for children by introducing mathematical language, such as 'big' and 'many', and numbers. This helps children to maintain a rhythm. The childminder helps children to increase their physical development as she introduces words to them, such as 'pull', 'twist' and 'shake'. The children practise these words and actions, and start to use them in short sentences to describe what they are doing. Children enjoy the fun activity, and they share and take turns. The childminder uses good questioning techniques to challenge children's thinking. These questions encourage the children to think and respond in words. These challenges help the children to maintain conversations, and extend their communications and language skills.

Children are learning to share and take turns, because the childminder plays with them and helps them to move from playing alongside others to joint activities. For example children show their creativity and play together as they use chairs to represent a fire engine, in their pretend play. They learn about self-care and develop life skills as they take care of the dolls. Children move freely around the play area and make use of the good quality resources available to them. For example, they increase their understanding of the world as they experiment with magnets and watch them create change. They use resources such as tills in their role play and this extends their understanding of technology.

Children use brightly coloured posters to independently consolidate their understanding of numbers and letters. Children are developing good concentration, communication, language and physical skills. Children take some responsibility for tasks that are in their capabilities. For example, they are learning to care for their resources as they tidy items away. The childminder knows that as children bend and stretch they are increasing their mobility and instinctively learning what their bodies can do. The childminder has a good understanding of how children learn. She is creative in the ways that she supports children to increase and sustain their interest to learn. Children are gaining many useful skills and show positive attitudes and a keen interest in learning.

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

The childminder works closely with parents to settle children, and this enables her to find out about each child's specific needs, routines, comforters and their starting points. The childminder is caring and kind to the children. She gets to know their routines and consistently follows them throughout the day. This helps children to understand that their needs are individual and equally important. For example, the childminder follows children's individual sleep routines even when there are two children of similar age. The childminder routinely links information from parents to guidance documents and her observations. In this way she gains accurate information, which she uses to help her accurately plan for children's next steps in learning. The childminder is supporting children very well to make good progress in their learning and development from where they start. As a consequence, children are learning that they are able to do well and this in turn increases their confidence and skills.

Overall the childminder is helping children to develop a good understanding of healthy lifestyles. She provides children with balanced and nutritious foods, which include foods from all of the main food groups. The childminder is helping children to make healthy choices about what they eat. She provides regular opportunities for children to play outdoors, and with discussion she helps children to understand how and why fresh air and exercise promotes good health. For example, in addition to playing in the garden, children walk in the local area and play with others in the park to extend their learning experiences. The childminder is helping children to develop good hygiene habits. For example, she washes her hands before she handles their food, and she cleans young children's hands before they eat. However, she does not routinely help these children to wash their hands before they handle food. This lessens the opportunities for all of the children to fully understand the importance of hand washing, especially to promote the safe handling of food. The childminder uses a range of suitable activities to increase children's awareness of safety. For example, they regularly practise how to evacuate the premises in the event of an emergency, and how to stay safe while out through learning about road safety. The childminder extends children's understanding of safety with discussion and games, to help them to think and to begin to assess some risks in the environment under her guidance.

The childminder provides children with an extensive range of good quality play resources. The resources are readily accessible to the children, and provide many opportunities for them to lead their play and to develop their interest through exploration. For example pretend play with dolls of different skin tones makes it easy for the childminder to talk with children about similarities and differences. The childminder supervises the children closely. This means that she is always near to engage positively with them. The childminder is helping children to learn good manners and right from wrong. Children respond positively to the childminder and they model the good behaviour that she shows to them. Consequently, children behaviour is good.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, and this enables her to promote children's learning and development and safeguard their welfare well. The childminder's practice demonstrates her full understanding and responsibilities in helping children make good progress in their learning and development. The childminder fully understands the requirement to complete the progress check for two-year-old children and she knows how to complete the summary report for these children when needed. Overall, the careful way in which the childminder plans activities, assesses and monitors children, helps them to make good progress from their starting points and prepares them in readiness for school.

The childminder takes effective measures to safeguard and promote children's welfare. She is clear about what to do if she has concerns about children's well-being. She shares safeguarding information with parents to make sure that they know what she will do if she has concerns about children's welfare. The childminder maintains documents to safeguard

children's welfare accurately. For example, she keeps records of accidents and of mediation she may administer, and records children's attendance accurately.

The childminder effectively assesses the risks in her premises and for outings to create and maintain a safe and secure environment for children, whether at home or while out. Children cannot see or touch hazardous substances or dangerous equipment. The safe and secure home environment allows children to explore the areas available to them freely, and this increases their independence.

The childminder provides parents with information about children's learning and achievements, and works with them to identify the next step for children's ongoing development. Parents value the information that the childminder provides, which helps them to understand their children's activities and progress. Parents praise the childminder highly for her consistent good care for their children. However, the childminder's partnerships with other providers that children attend during the day are less well developed. This limits how the childminder can continually extend these children's learning by building on their current learning experiences from these settings. The childminder understands that it is important to strive for improvement and she gains parent's views of her practice and includes them in her evaluation. In addition to her self-evaluation, she is making effective use of national guidance documents, online training and resources from the local authority to improve her practice and improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY441096
Local authority	Buckinghamshire
Inspection number	809316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
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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