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| <b>Inspection date</b>   | 15/10/2014 |
| Previous inspection date | 05/08/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <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**

- Children are settled and comfortable with the childminder. She builds positive relationships with children and their families through a friendly and caring approach.
- The childminder plans a range of stimulating learning experiences to motivate children in their play and to extend their learning and development.
- Partnerships with parents and other relevant professionals are good. This helps to effectively share information to promote children's learning and welfare.
- The childminder fully promotes children's well-being as she has a good understanding of the safeguarding requirements and implements them successfully.

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

- Resources are not always clearly visible or labelled. This means children are not always able to independently extend their play by accessing and exploring the full range of resources on offer.

## 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 took account of parents and carers written views provided by the childminder.
- The inspector observed activities in the childminder's home.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled documentation including the childminder's policies, qualifications, and suitability checks.
- The inspector reviewed children's development records.

## Inspector

Farzana Iqbal

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband and their two children, in Princes Risborough, Buckinghamshire. The whole of the ground floor is used for childminding and there is a fully enclosed garden available for outside play. Children rest or sleep in a bedroom upstairs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently looks after 12 children in total, of whom six are in the early years age range. Some children attend on a part time basis.

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

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

- organise resources in the environment effectively, so children know what is on offer and are able to choose items independently.

### 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 Years Foundation Stage. She provides a welcoming environment for children where she organises activities and experiences that meet their needs. The childminder carries out regular observations and uses effective progress checks to identify the next aims in each child's learning. She works conscientiously with parents to find out about children's interests, routines, and abilities. Consequently, the childminder plans well for the individual needs of children.

Young children begin to develop good language and communication skills as they sing a wide range of songs and rhymes, which also helps them learn about sounds and letters. The childminder extends children's learning and adapts activities. For example, children learn about numbers and counting in sequence as they sing number rhymes. Children enjoy looking at books and concentrate as they listen to stories. The childminder uses clear language as she engages in conversation with children, and repeats words so they can learn how to pronounce them correctly.

The childminder regularly takes children on walks, and on visits to local childminder and toddler groups. This gives them the chance to learn about the natural world and local environment, and to further their physical development. The childminder challenges children well in their play. For example, young children concentrate to fit pieces of toy fruit together. The childminder skilfully allows them to work out which items match and fit together. She watches as they learn through trial and error. As a result, children learn to solve problems on their own. The childminder is readily available to intervene and

support if necessary. Children receive opportunities to be active and demonstrate good physical development as they move independently around the home environment. At snack time children feed themselves, which develops their self-care skills. The childminder plans activities based on children's interests and sensitively ensures that young children have opportunities to lead their own play. For instance, the children plan their own cinema experience. They practise writing their own movie tickets, prepare cinema snacks and rearrange furniture. The encouragement and support the childminder provides results in children becoming motivated to learn and explore through play.

Although children enjoy the activities, resources are not always easily accessible or visible to them. This does not fully support children to use resources to extend their freely chosen play and learning. The childminder plans regular visits to the local parks, library and group play sessions so children experience a broader range of learning opportunities. There is effective ongoing communication with parents. This ensures that the childminder has a good understanding of each child's care and learning needs. Parents receive verbal and electronic information about their child's daily activities and achievements, which enables them to support their child's learning at home.

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

Children develop secure and close relationships with the childminder as she spends time playing with them and stimulating their interest in a range of activities. The childminder has a friendly approach to children in her care. They have fun and play together in a relaxed and welcoming environment. This means children feel safe to learn and explore. The childminder effectively supports children as they settle in. She is sensitive to young children's emotional well-being and responds accordingly. The childminder has frequent discussions with parents, which promotes the consistency of care for children. Daily diaries further update parents of the care and personal well-being of their child. For example, the activities they have enjoyed and information about their sleep and meals. The childminder uses positive language and praise to nurture good behaviour in children. She is a good role model and teaches them important social manners such as saying 'please' and 'thank you'. The childminder has a good understanding about individual children's preferences and their care routines because she liaises well with parents.

The childminder takes the children to play groups and the local children's centre. This helps them to develop and extend their social skills by interacting with other children. There are daily opportunities for children to develop their physical skills as they play outside in the fresh air. They are able to use the garden to climb and run, and ride toy cars. This helps to develop their balance and coordination.

The childminder carries out risk assessments and daily checks of the home. This means children can explore and learn in a safe environment. She teaches children about healthy lifestyles through nutritious snacks and meals. Children develop a good understanding of self-care through routine hygiene practices, such as hand washing to reduce the potential spread of germs. Mealtimes are a social occasion for children as they happily chat with the childminder, this further helps develop their social skills. As a result, the childminder

prepares children well for the next stages of their learning such as pre-school or school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. She is aware who to contact should she have any concerns about children in her care and shares an appropriate safeguarding policy with parents. The childminder carries out daily checks inside and outside her home to ensure the environment is free from potential hazards to allow children to play freely and safely. The childminder also conducts fire drills with the children, so they know how to evacuate the premises safely in an emergency. The childminder holds a current first-aid certificate to help her provide appropriate care if a child has an accident in her care. This supports children's safety and well-being.

The childminder evaluates her provision and reflects on children's comments and experiences. She requests feedback from parents to inform her practice. She is enthusiastic and attends local childminder sessions in order to share good practice ideas and improve her knowledge and skills. This means that she is motivated to improve her provision. The childminder has a range of agreed methods to keep parents informed and involved in their children's care and learning. This means that partnerships with parents are strong. Parents can access and view their children's learning records at any time. Their feedback indicates that they are very happy with the childminder's service and the level of communication they have. The childminder works closely with schools and other early years providers. They share information well, such as newsletters and planning. She makes good use of information to promote children's continuity of care and learning.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

## 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>     | EY316948        |
| <b>Local authority</b>             | Buckinghamshire |
| <b>Inspection number</b>           | 834500          |
| <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>  | 12              |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 05/08/2009      |
| <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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