

Inspection date

Previous inspection date

23/11/2012

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

- Minding areas are bright and welcoming and all children are enthusiastic learners because of this.
- The childminder is knowledgeable about how young children develop. Children make good progress because she challenges them well.
- The childminder uses clear policies and procedures to protect children in her care. She teaches them to manage their own safety. They are developing a good awareness of how to keep themselves safe.
- All children communicate well with the childminder and each other. They are able to tell the childminder what they enjoy and do not like and she plans activities for their likes and dislikes. They are more responsive to activities because they enjoy them.

It is not yet outstanding because

- The childminder has yet to approach simple adding and subtraction with children and they have yet to develop an understanding of simple sums.
- Children in the setting do not yet fully explore each other's home cultures. They do not have many opportunities to experience rhymes, songs or stories from each other's lives to enable them to learn about another culture.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the children and the childminder playing and learning together.
- The inspector looked at written feedback from parents to consider their views in her judgement.
- The inspector looked at documents that support the childminder's practice. These included safeguarding, behaviour management and complaint procedures.

Inspector

Naomi Brown

Full Report

Information about the setting

The childminder registered in 2009. She works in the home of her partner in Aylesbury, Buckinghamshire. The whole ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on The Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age range. The childminder travels to a local pre-school, to take and collect children.

What the setting needs to do to improve further

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

- help children to develop their understanding of the world by inviting children and families with experiences of living in other countries to bring in photographs and objects from their home cultures, including those from family members living in different areas of the UK and abroad
- help children to develop their mathematical skills, such as adding and subtracting, by playing number games which involve simple calculations and sequencing, such as hopscotch, skittles and target games

Inspection judgements

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

Children are all making good progress in relation to their starting points and their ages. The childminder has a secure understanding of their needs and learning styles and she plans effectively for their individual needs. She gives them good challenges to extend their development. The childminder makes clear observations, with lots of photos to assess what children have done in her care. She is able to explain very clearly, what children could do when she first looked after them and what they have achieved in the time that she has cared for them. The childminder is able to set clear targets for individual children and because of this, their progress is good.

Children have good opportunities to develop their speaking, listening and understanding skills because the childminder speaks to them throughout their time with her. She gives them good chances to respond to her questions and she echoes their words, offering the correct pronunciation of their words. Children can hold a simple conversation with the childminder, responding to her questions about 'what shall we do now?' with gestures and words. They are able to express their likes and wants and this makes them more confident in her care. This also helps them to continue to develop speaking and listening skills that will support them at school. The childminder sings with children to encourage them to recognise rhyme and rhythm in speech and song. She develops children's vocabulary as she talks with them and reads a range of fiction and non fiction books. They enjoy looking at picture books with the childminder and they sit on her lap, pointing out things they like in the book. The childminder tells them what they are, for example, 'a tree, a leaf, a frog.' They gain much enjoyment from books and fully understand that words have meaning, for example, representing what they can see in the pictures.

The childminder promotes younger children's safe physical development as she has planned her minding space well. Children can pull themselves up on the sofa and toy boxes. They are able to develop their walking skills as they push trolleys and buggies along. The childminder has also placed several things that children enjoy, such as the toy washing machine and iron, on a shelf that they must stand up to reach. This has encouraged them to reach for things. She has also placed pictures higher up on the walls so that children look up and seek to stand up in order to see things more clearly. As a result, children have developed confident walking skills in line with the expected range of development.

Minding areas are bright and stimulate children to point things out, name them with the childminder and to discuss things they have done. For example, she has displayed lots of photos of the children on outings and doing activities and they readily approach them and point to what they were doing. They point out and name their friends and people they know. The childminder states she puts these on the walls to 'make the children feel at home and so that we can talk about things they have done.' She states that by discussing things that they have done and using memories to prompt discussions can encourage them to learn and use new words. Children are developing wide vocabularies as they are able to learn new words rapidly.

Children have good opportunities to recognise numbers as they are displayed around the room on posters. The childminder encourages children to count in everyday routines and to develop their sense of rhythm and pattern through singing. However, the childminder has yet to approach simple adding and subtraction with children and they have yet to develop an understanding of simple sums.

Children have good opportunities to explore the natural and the built world around them, they are able to take lots of walks and visits to parks, play centres, local woods and the library. They enjoy collecting leaves, conkers, sticks and other natural materials to learn features of the world around them. The childminder takes children on journeys on public transport. Here, children learn about using money, different types of vehicles and to explore their community. She embeds this learning by taking photos of these activities and using them as discussion points and prompts for further activities, such as building roads and railways and practicing pushing toy vehicles along them. However, children in the setting do not fully explore each other's home cultures. They do not have many opportunities to experience rhymes, songs or stories from each other's lives to enable them to learn about another culture and way of living in another country.

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

Children are kept safe in the childminder's care and their good health is promoted by the childminder's carefully considered policies, procedures and her strong attitude towards promoting their wellbeing. She works closely with parents, to gather lots of information about their children's needs, likes and dislikes to make sure that she can plan well for their care. She makes lots of eye contact with all children and she speaks to them calmly and

supportively, offering lots of praise for things they do. This means that children are confident and happy in the childminder's care because they are assured of their abilities. They are also well behaved in relation to their ages because they feel safe and secure.

The childminder uses thorough risk assessments of areas in and out of the home to promote children's good safety. She has considered many possible hazards to children and uses gentle reminders and clear boundaries to keep children safe. She encourages young children to develop strong responsibility for their safety. She reminds them not to run in the home, and teaches them to tidy toys so that minding areas are safe.

The childminder promotes all children's health and safety in her home with great care. She cares for children in a clean and tidy home and she takes good steps to protect their health. For example, using gloves and spraying her changing mat with anti bacterial spray between all changes. Children learn about making healthy choices in their food as they have lots of nutritious meals and snacks. For example, children enjoy eating pieces of banana and apple and they enjoy wholesome, hot meals which help to warm them on cold days. Children enjoy lots of nutritious foods to give them energy for play and to meet their nutritional needs. Children readily wash their hands before and after snack, the childminder protects them from cross infection as they have their own towels which are washed daily. She gives children tissues to wipe their noses and then she asks them to put them in the bin. This teaches them about throwing dirty tissues away and keeping themselves healthy. These simple but effective routines enable all children in her care to adopt practices that promote their readiness for their next stage of learning, in most cases this is school.

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

The childminder is well organised and knowledgeable about her role and responsibilities as a childminder. She uses documentation and regular training to develop her practice to the benefit of children in her care, showing that she has clear ambitions for the future. She has updated her practices in relation to recent changes to the Early Years Foundation Stage and researches ideas about activities to cover all areas of learning. She is able to keep up to date with current best practice guidelines through her links with the National Childminding Association and local childminding groups. The childminder has considered the strengths and weaknesses of her setting. She has identified clear development priorities, such as improving her understanding of observation and assessment arrangements. She has adapted the ways that she works with parents so that she can better meet their children's needs. This means that outcomes for children are improving as she is able to target specific areas for development to have a positive effect on children in her care.

The childminder shares her well written policies with parents and carers. These demonstrate that she fully understands how to protect children in her care. She uses her clear safeguarding procedure and strong understanding of possible signs of concern, to promote children's safety.

The childminder has not yet had to work in partnership with other settings in the course of her minding but she has a secure understanding of how and why she would do this and has designed a well thought out procedure. For example, she has sought permission from all parents regarding contacting any other settings their children may become involved with. She is able to discuss the impact of exchanging good quality information with other professionals involved in children's care. She identifies that this can promote much better continuity of care for children. She states that the better the information she has about the children's needs, the better she can plan for their care.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	EY391158
Local authority	Buckinghamshire
Inspection number	891429
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
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 that are usually their 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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