

Inspection date	08/09/2014
Previous inspection date	20/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The quality of teaching is good. The childminder's secure knowledge of child development means children make good progress in their learning.
- The childminder plans the learning environment to promote children's independence. They choose freely from a wide range of resources, which stimulate their learning.
- The children have very close bonds with the childminder; as a result, they feel safe and secure in the childminder's home.

It is not yet good because

- The childminder does not use self-evaluation effectively to continually improve her practices.
- The childminder does not have up to date knowledge of the contact details for safeguarding professionals, which means that her safeguarding procedures do not fully support her to deal with any concerns in a timely manner.
- The childminder does not keep a written record of accidents and first-aid treatment.

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 checked evidence of suitability and documents that support the childminder's service.
- The inspector looked at children's assessment records and documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector held discussions with the childminder.
- The inspector took into account the views of parents.

Inspector

Ruth George

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three school-age children in Loudwater, Buckinghamshire. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities available on the first floor. There is a garden available for outside play. The childminder makes use of local facilities such as parks and toddler groups. The childminder collects children from local schools.

The family have guinea pigs as pets. The childminder is currently minding one child in the early years range age group and also provides care for school-age children. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds qualified teacher status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- update existing safeguarding procedures to ensure that the contact details for relevant professionals are current so that any concerns about children's welfare can be responded to in a timely and appropriate manner
- keep a written record of accidents or injuries and any first-aid treatment given

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

- strengthen self-evaluation in order to more effectively support ongoing improvement and further promote outcomes for children.

Inspection judgements

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

The childminder uses her teacher training well to help children make good progress. She assesses their development and plans activities to help them make progression in their next stages of learning. The childminder is acutely aware of where children are in their development and when additional support may be required. She makes initial assessments of children's starting points during their settling-in visits and keeps parents well informed about their children's progress on a daily basis. Parents share information about their children's achievements, any concerns and interests at home. Effective teaching prepares the children with the skills they require for school.

The childminder provides a good range of activities to help children develop their physical coordination. These include building blocks, puzzles and a good range of tools. Children use crayons, chalks and different size brushes to make marks and draw pictures. These skills underpin early writing. The childminder skilfully questions children during activities in order to encourage them to think. For example, when a child described the people in a picture as, 'The Queen and the Dad', she extended the child's thinking by asking, 'If she is the Queen, what is the Dad called?' The child enthusiastically replied, 'A King'.

The quality of teaching for language, literacy and mathematics is good. The childminder skilfully helps children to learn new vocabulary and emphasises the correct pronunciation of new words. She teaches children the names of letters and how to use their knowledge of the letter sounds to sound out words. The childminder effectively teaches children to count and, as a result, they are learning to count reliably from one to twenty. She also encourages children to use their knowledge of numbers to complete simple mathematical problems, such as addition.

During the inspection, the childminder taught children a range of important and useful skills while they completed puzzles. They were patient and persevered as they sorted the straight sided and irregular pieces. They also matched shapes and colours to complete the puzzles. The childminder supports children of all ages to become proficient in the use of information technology by providing a range of electronic toys and games consoles.

The childminder provides various opportunities for children to learn about the natural world. For example, children enjoy outings to local parks where the childminder encourages them to notice features in the environment. This has the additional benefits of allowing older children to exercise and encourages children of different ages to play together. Children also learn to care for living things, such as feeding the guinea pigs.

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

The childminder has positive relationships with the children and their parents. She plans visits prior to children starting to help them settle. This gives them time to get to know the childminder, her family and the other children cared for. The close bond the children form with the childminder helps them to feel safe and secure. Children move confidently around the childminder's home, make choices from the good range of resources and initiate their own play. The younger children accompany the childminder to and from school. This helps prepares them well for their move to school.

The childminder prepares nutritious meals and snacks that contribute well to promoting children's understanding of a healthy lifestyle. She teaches them that drinking water contributes to their good health. Children enjoy a range of physical activities and being outside in the fresh air. They are developing skills such as kicking balls, swinging, climbing and balancing. The childminder teaches young children to manage their personal hygiene independently. For example, she gives gentle reminders to wash their hands before eating and after using the toilet.

The childminder encourages children to take care of their environment, to become familiar with daily routines and to take responsibility for small tasks. For example, they carry their plates to the kitchen after eating and put their toys away safely when they finish playing. The childminder undertakes effective risk assessments, which support and guide her safe practice. She practises fire evacuation with the children so they learn how to evacuate the house in the event of a fire. This helps children to learn to keep themselves safe in and around the home. The childminder understands how to recognise any child protection concerns. However, she does not have the relevant contact numbers to report concerns in a timely way. This means there may be a delay in ensuring the children's well-being.

The childminder is a positive role model and praise is in abundance for children. She congratulates them on their achievements, which helps them to build positive self-esteem. The childminder uses good strategies to help children to get along together and to behave well. As a result, they show care and concern for each other and for the childminder. A parent spoken to during the inspection explained how the childminder has helped their child, 'learn boundaries and behave well'. The childminder also teaches children how to follow rules. For example, during a card game they carefully took turns and giggled as they put their hand down with a bang and shouted 'snap'.

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

The childminder's thorough knowledge of child development and skilful teaching helps children progress well. However, some areas of her practice require improvement to comply with the safeguarding and welfare requirements fully. The childminder knows how to recognise the signs of possible abuse and neglect. She has written policies outlining the procedures to take to respond to any concerns but these are significantly out of date. As a result, the childminder does not have current contact details for relevant professionals. This means that procedures do not support the childminder to report any concerns in a timely way. The childminder holds an appropriate first-aid qualification and understands how to manage minor accidents and injuries to children efficiently. She provides details to the parents explaining how the accident happened and what treatment she gave. However, she does not keep a written record of accidents. In addition, she does not provide parents with up to date information about the procedure to follow should they wish to make a complaint. These are breaches of the requirement of the Early Years Foundation Stage. The childminder does make effective use of risk assessment to minimise hazards within her home, and outside, to keep children safe.

The childminder aspires to improve and identifies some areas for development. However, her self-evaluation is not fully effective in promoting ongoing improvements to her practices. The childminder has good relationships with the parents. They chat at the beginning and end of the day to share news and important messages from nursery and school. The parents receive information about their children's progress, which helps them to contribute to their learning at home. The childminder also works closely with teachers, which enables her to complement children's learning. Parents say they are pleased with how happy their children are in the childminder's care. Their comments include a

description of the childminder as 'fantastic and caring'. One parent also states that the childminder has helped her child get ready for school and that her child has 'learnt her colours, numbers and letters'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep records of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure copies of the written statements of safeguarding procedures and complaints procedures are available for parents (compulsory part of the Childcare Register)
- implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep records of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure copies of the written statements of safeguarding procedures and complaints procedures are available for parents (compulsory part of the Childcare Register).

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	EY405676
Local authority	Buckinghamshire
Inspection number	816254
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	20/10/2010
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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