

Inspection date

Previous inspection date

19/11/2012

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

- Children are at ease in the childminder's care, because she is caring, sensitive and mindful of their individual needs.
- Children enjoy the responsibility of carrying out tasks that are within their capabilities, because they know that the childminder is always at hand to support them.
- Children are learning to identify and assess risks because the childminder encourages them to be vigilant to possible risks in the environment.
- The childminder takes effective steps to engage parents in children's activities and to good develop partnerships with other providers.

It is not yet outstanding because

- Children have fewer opportunities to see positive images of children and others with diverse physical characteristics including disabilities, as a core part of their learning. Children have fewer opportunities to observe things closely through different means.

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 activities in the childminder's home.
- The inspector looked at children's assessment records.
- The inspector discussed planning and learning intentions with the childminder.
- The inspection checked records including qualifications, registration and insurance.

Inspector

Cordalee Harrison

Full Report

Information about the setting

The childminder registered in 2011. She lives with her family in the village of Stewkley, near Wing in Buckinghamshire. Children have use of the rooms on the ground floor including the kitchen/diner, lounge and toilet. There is a fully enclosed garden available for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are two children on roll; one is in the early years age group and the other is in the age group for the voluntary part of the Childcare Register.

What the setting needs to do to improve further

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

- develop further children's understanding of the world by increasing opportunities for them to see positive images of children and others including those with diverse physical characteristics, including disabilities.

Inspection judgements

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

Children learn through good quality learning experiences that are fun and interesting to them. The childminder involves children in developing the activity plans; this ensures that the activities reflect children's interest and learning styles. The childminder plans activities, with clear learning intentions and regularly evaluates children's learning experiences. This enables her to use well-planned activities and good quality resources to introduce children to learning seamlessly across all areas. To guide children towards the expectations of the early learning goals, she uses information from her assessments to support their next step. For example, children learn to be patient as they share the measuring equipment and wait for others to have their turn. They estimate the amount of water they pour from larger to smaller jugs. They show good control of their movements as they pour and handle mediums of different volume and weight, such as flour, salt and oil. Children show that they are developing their understanding of self-care and building on what they know. For example, they explain that flour will make them sneeze, and that sneezing can spread germs. They show that they are developing good communication and language skills as they explain the reasons for washing hands before cooking. Through regular routines, children are developing good hygiene habits. They using their knowledge in context to safeguard and promote their good health and that of others.

The childminder supports children well to help them to take control. For example, she uses pictures and words to help them to follow the recipe. Children use the pictures of cups, and various tools to decide on the resources. Children compare, contrast and measure with a range of tools. They are developing their understanding of the world as they experiment with liquids and solids. Children are experiencing change and making marks with their fingers and tools. Children chose and name the colour and show that they are learning to identify the primary colours. Children are learning to make positive contributions that are beneficial to them and others. For example, the dough they make is a resource for all to use. They know that when they tidy items away such as their shoes, they are helping to maintain a safe environment for everyone. Children are developing

good understanding of the world overall. However, there are fewer opportunities for them to see positive images of others with diverse characteristics including disabilities. The childminder praises the children's achievements; children feel proud and know that they have done well. The childminder uses good teaching methods that are helping children to sustain the characteristics of effective learners. She engages parents and other practitioners effectively by sharing children's assessment records, extending preschool activities and inviting all partners' to contribute to plans for children's next steps.

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

The childminder gives children her time and attention in play and conversation. This encourages the children and their parents to see her as an interested learning partner. The childminder is caring and sensitive to children and she liaises closely with parents. This helps her to meet children's personal individual and cultural needs very well. She uses the information from parents and children jointly with guidance, such as Development Matters to identify children's starting points. The childminder knows what children can do. Therefore, she knows where to set challenges, to help children to reach forward in their thinking and understanding. For example, she knows that they understand that it is important to help to keep the physical environment safe. Therefore, she invites them to think about and explain what more they can do to achieve this. Children relate easily with the childminder. They are sufficiently confident to ask for what they want and to ask her for help to complete tasks. Warm interaction between the children and the childminder shows that they are making secure emotional attachments and building trusting relationships with her. The childminder is calm and responsive to the children; she models good behaviour. In addition, she involves them in setting simple rules and boundaries for behaviour. Children behave well they are learning to show respect for themselves and others.

The childminder provides children with a wide range of good quality play resources. Children use these freely to develop their individual learning styles. The freedom with which children make use of the space clearly demonstrates that they feel safe. For example, as they dress-up as police officers and play super heroes, they consolidate learning across all areas in imaginative and fun ways. Their excitement invites others in to share their adventures. Children show that they are active learners who are learning good skills in readiness for school. Children are making good progress in learning and development.

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

The childminder takes a responsible approach to meeting the requirements for learning and development. This is evident in the manner in which she plans, organises, delivers and evaluates these areas of her practice. The childminder is knowledgeable about the areas of learning and Development Matters. She is skilful at planning educational programmes to cover all the areas and most aspects of learning seamlessly. This helps

her to support children very well to capitalise on all of the opportunities for learning that she provides. Children are making good progress in learning and development and, this is enhancing their readiness for school. The childminder takes effective actions to continually meet the requirements for safeguarding and welfare; she makes good arrangements to safeguard children and to promote their welfare. She has good knowledge of the different aspects of safeguarding. She is alert to changes in children's dispositions and demeanour. Furthermore, she knows what to do if she is concerned about any aspects of children's well-being. The childminder shares safeguarding information with parents and this helps them to see her role and intentions for safeguarding. The childminder supervises children closely and makes sure that she can see or hear them at all times. The childminder maintains the documentation that is required to safeguard children accurately and up to date.

The childminder uses risk assessments effectively to create safe physical environments for children. The premises are safe and secure and fire-fighting equipment is in place. In addition, the childminder practises the evacuation procedure with the children. The childminder works closely with parents to ensure that children's meals and snacks are balanced and nutritious. Together they are working to increase children's understanding of the importance of good self-care.

The childminder is making effective use of self-evaluation. Through this process, she assesses the quality of her provision and children's learning experiences. The childminder takes advantage of training opportunities, which the local authority provides. For example, she has recently attended training to refresh her knowledge of Development Matters and to understand in detail the requirement for the two-year assessment, although she does not currently look after any children to whom this applies. The childminder is driving improvement well; she is keen to maintain good quality care and education for children. To achieve this she is keeping her knowledge of childcare and educational practices up to date with training and relevant reading materials.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY427352
Local authority	Buckinghamshire
Inspection number	765566
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.

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