

Inspection date	01/10/2013
Previous inspection date	27/11/2012

The quality and standards of the early years provision	This inspection:	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

- The childminder has a good understanding of the Early Years Foundation Stage. She assesses children and understands where they are developmentally and this helps her successfully plan for future learning opportunities.
- The childminder works sensitively with new families to help them manage change, building trusting relationships with parents and children. This helps children feel comfortable and settled within new and unfamiliar environments.
- The childminder supports children's emerging language well to help them develop good listening and understanding skills.

It is not yet outstanding because

- There are few opportunities for children to learn about and develop empathy towards other people with disabilities or special needs through the childminder's resources or activity plans.
- Parents lack clear information about healthy foods options to successfully support the childminder in helping children develop healthy lifestyle habits.

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 teaching and learning practices.
- The inspector sampled records and documents.
- The inspector discussed practice with the childminder.
- The inspector read the childminder's self-evaluation prior to the visit.

Inspector

Carolyn Hasler

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children. The childminder's mother also lives with them at some periods during the year. The family live in High Wycombe, in Buckinghamshire in a ground floor maisonette. Children have access to a secure garden for outdoor play. Childminding takes place in most rooms of the home. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She has one child on roll in the early year's age range and three children under the age of eight. In addition, the childminder has another three children between the age of eight and 11 years. Children take up a mixture of full time and part-time places. The childminder is also registered to provide overnight care.

What the setting needs to do to improve further

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

- continue to build up the resources to support children's understanding of differences and of empathy towards others by offering positive images of people with diverse needs and disabilities
- develop further the partnerships with parents by sharing policies on healthy eating to encourage their involvement in helping children develop healthy eating habits both within the childminder's setting and at home.

Inspection judgements

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

Children are relatively new to the childminder and settling into well to this care arrangement. The childminder's early relationships with parents help her plan play and learning experiences, which incorporate children's interests. This comforts children and encourages them to engage in play and learning because resources seem familiar. Children keep favourite toys close by, touching and talking to them every now and again. They happily play with blocks, peg puzzles and shape sorters with the support of the childminder who stays close by. The childminder introduces conversations, which encourage counting, colour recognition, sorting and matching skills well. She talks to children about their favourite characters, which are represented in their special toys, imitating the sounds children make. Children are chatty, they babble away inserting clear words and stringing some words into simple sentences. The childminder encourages this by listening to them and taking turns in their conversations. She uses simple sentence

structures, which are easy for children to follow and imitate as they become more confident with speaking skills. Children are physically active, they move around the environment freely and enjoy throwing balls and running around the garden as part of their daily routines.

The childminder works well with parents to build a picture of what children can do in order to assess a base line to measure children's progress. Early indications show that she has a good understanding of children's abilities straight away and this is helping her to plan worthwhile activities to match individual needs. The childminder has a sensitive approach in supporting children to achieve. She patiently helps children work out problems and stands back to allow them to try things out for themselves. She supports language development well. She models listening, and mirrors their language by repeating back their language using correct pronunciation. Her sentence structures and questions are simple and easy to understand helping children build listening and understanding skills. This helps them to follow through with an action or respond verbally.

The childminder has good systems in place to observe and assess children's abilities. Assessments are accurate and precise helping her share detailed developmental information with parents. She sign posts parents to other services and helps them access these. The strong focus on partnership working means that together they are able to successfully help children make progress. Particularly in areas where progress is less than expected. Partnerships with parents have significantly improved since the last inspection.

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

Children settle in this setting because of the strong contributions parents play in helping children to successfully manage change. The childminder spends lots of time getting to know children and helping them build relationships with other children. She teaches those who are more established to befriend and talk to new children and include them in their games. The childminder discusses this as a strategy to build children's social interactions. This helps them manage within bigger groups such as toddler group and be prepared for pre-school, nursery or school. Children learn about boundaries and hear praise and encouragement for things they do well. This builds their self-esteem and sense of achievement and encourages their independence. They begin to understand some things are theirs and others they need to share. Books and small world resources help them practice life experiences and encourage their questions about other people and their communities. However, the childminder has fewer resources and planned activities that help children become familiar with or question disability.

In most areas, children are learning to lead healthy lifestyles. The garden is used well to encourage physical activeness. Children have access to a range of toddler trikes and cars, and have a trampoline and slide. These activities encourage children's balance and coordination. They are still reliant on the childminder to support their intimate personal-care needs. However, she builds their self-care skills and independence by helping them to recognise the signs their body gives them. Hand washing routines help establish good hygiene habits and awareness of their own health. There is less success within partnership

working with parents when encouraging healthy choices within meals and snacks. The childminder does not successfully manage children's limited dietary choices, to extend the healthy options available.

Overall, the environment encourages children to explore both inside and outside spaces. It provides a range of activities, which help children move forward in their learning. There is an improvement on children's access to mark-making activities and encouragement of emerging writing skills. Children have access to both small world toys and role-play areas encouraging their imagination and speaking skills. The environment encourages children's learning and development in all areas. This will help them move forward successfully in the future.

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

This inspection was brought forward by Ofsted as information was received which questioned the childminder's ability to supervise children adequately on outings, evidence gathered at the inspection finds that there are no concerns relating to compliance of the requirements of the Statutory framework for the Early Years Foundation Stage.

The childminder has a good understanding of safeguarding issues and is able to respond appropriately working in partnership with other agencies. The premises and resources are fit for purpose and outings are appropriately risk assessed. Clear boundary setting and discussions on safe play help children learn about keeping safe. Therefore, children are safe.

The childminder understands her role and responsibilities to deliver the Early Years Foundation Stage to children. She delivers teaching sensitively engaging and challenging children across the different areas of learning. She regularly observes and assesses children. This includes completing progress checks for children at age two-years. Information is analysed and appropriate targets are set to help children make good progress in their learning. Overall, the childminder's partnerships with parents and other agencies help to broaden and strengthen the experiences children receive. Where children have identified needs, strategies to overcome these successfully close the gaps and they are making good progress against their starting points.

The childminder has maintained training and is currently working towards a diploma in early years. She is reflective, able to identify and action areas for improvement. Issues raised previously have been addressed and there are improved outcomes for children. The childminder is keen to develop her skills and business in order to provide good quality childcare and support learning and development needs.

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 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 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	EY445550
Local authority	Buckinghamshire
Inspection number	921336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	27/11/2012
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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