

Inspection date

Previous inspection date

27/11/2012

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 very happy and secure in the childminder's care and they have fun.
- Children have access to a broad range of toys, resources and activities which support their learning across all seven areas of learning. These activities provide stimulating experiences which children enjoy.
- The childminder has established good relationships with parents which allows her to understand and meet children's individual backgrounds and needs.
- The childminder plans for children's activities effectively and as a result children are making good progress.

It is not yet outstanding because

- Although the childminder plans stimulating activities for children, and is aware of children's capabilities and accomplishments, she is not yet fully adapting the planning to suit children's individual progress and sharing this progress with parents
- Resources to promote early writing skills during child-led play and role-play are not always readily available.

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 children interacting with the childminder and in their play.
- The inspector engaged in conversation with the childminder and children.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector used the submitted self evaluation form as evidence.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children and her mother at some periods of 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 part of the Childcare Register. The childminder is also registered to provide overnight care. There are currently six children on roll, of these, three are in the early years age range and are cared for 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:

- strengthen parents' involvement in their children's learning by sharing their children's progress with them more regularly
- provide word banks, role play resources and materials for illustration to further promote early writing skills and awareness of sounds and letters. Encourage writing for a purpose and help children give meaning to marks as they draw, write and paint.

Inspection judgements

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

The childminder provides a broad range of resources and activities for children, which support their development across all seven areas of learning. These activities offer children stimulating and interesting experiences which they are eager to join in with. For example, children design birthday cards for a friend who attends the setting. They demonstrate physical skills and co-ordination to grasp tools such as glue sticks, pens and pencils and have started to design with a purpose. This in turn, enhances their expressive skills and confidence. Children enjoy their arts and crafts and seek support when trying to write letters and words, such as one another's names. The childminder skilfully uses the sounds of letters to support children's understanding. However, resources to further encourage children's early writing skills are not always readily available.

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She demonstrates a good knowledge of how to effectively plan activities that children clearly enjoy. She has a good knowledge of children's backgrounds and their starting points. She has completed observations which demonstrate the progress they are making across the seven areas of learning. The childminder has built positive relationships with parents. She recognises the importance of supporting the continuity of children's learning. In doing so, she takes time each day to share what children have done at school and to discuss their topics and interests. For example, effective communication took place to build on a child's 'road safety' day. The childminder shares information about their child's progress through discussion on a daily basis.

Children are keen to learn. They enjoy their play and have fun. They freely choose their play activities and the childminder effectively promotes a mix of child-initiated play with adult-led activities. Children benefit from interacting with the childminder, who has a warm and pleasant manner. They enjoy stories together. The childminder expertly ensures that she reads the books energetically and enthusiastically. Consequently, children engage thoroughly, anticipating the endings to stories and are able to recall personal experiences. Children feel valued. They settle well and learn and develop within their typical age range and developmental stage across all seven areas of learning. Children behave well and have warm bonds with one another. They are confident in their personal, social and emotional development which enables them to feel content and settled. The childminder supports children in the acquisition of their communication and language skills as well as their physical development and as a result they are building upon the important skills they will use in the future.

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

Children clearly demonstrate that they are happy and content. The childminder provides a stimulating, generally well-resourced, inclusive and welcoming environment. Children have regular opportunities for outside learning. For example, they take part in weekly 'learning walks' currently looking at nature and the changing seasons. Children behave very well. They have planned their own 'rules' for the setting, understand their routines and demonstrate a willingness to meet these. For example, they hang up coats and take off shoes on arrival home from school and help to tidy up prior to meals times.

Children have a close bond with the childminder and each other. The happy atmosphere promotes their development and all children listen to others who are speaking before offering their thoughts and ideas. Children enjoy healthy snacks and meals provided by the childminder. They understand the importance of their own hygiene routines for example they talk about how often they should brush their teeth and understand why they should do so. The childminder is a good role model who promotes children's well-being and independence. As a consequence children are well prepared for the next stage in their learning.

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

The childminder has a good awareness of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She fully acknowledges her responsibilities to safeguard the children she cares for. She understands the procedures to take should she have a concern about a child in her care. Parents understand her policies and procedures which support children's health, safety and well-being. Risk assessments for the home further help to keep children safe.

The childminder delivers engaging activities across all areas of the educational

programmes in order for children to progress towards the early learning goals. Children enjoy well planned and exciting activities which help them to actively explore and be curious. These activities further support their confidence and self-awareness. The childminder effectively assesses children's achievements as they progress towards the early learning goals. The childminder has evaluated her practice well and is motivated to secure her own improvement. Her aims for the future include further training to secure her own development within her practice and utilising parental questionnaires to seek views and suggestions. She is confident to acknowledge her strengths.

The childminder is aware of the necessity of working with others who share the care of the children in order to promote their continuous development. The partnerships with parents are positive. They receive timely and up-to-date information about their children's welfare and learning are positive about the care their children receive. Children are making good progress in relation to their starting points. They are developing securely within the typical range for their age groups.

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	EY445550
Local authority	Buckinghamshire
Inspection number	802337
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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