

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

- The childminder forms positive relationships with parents and respects parents' specific wishes for their children. She gathers comprehensive information from parents, which helps her understand children's individual needs
- The children undertake a broad variety of interesting, age-appropriate activities, which are well planned to encourage their interests, knowledge and skills across each area of learning.
- The childminder forms warm, nurturing relationships with the individual children.
- The family and friends photo books provide children with a lovely link to their families and encourage conversation.
- In the short time the childminder has been working, she has developed a well-organised service which is sensitive to individual need.

It is not yet outstanding because

- Labels are displayed throughout the play environment. However, only upper-case letters are used, which could lead to confusion when children are learning to read.

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 childminder and children at play.
- The inspector discussed aspects of the provision with the childminder.
- The inspector was shown around the property by the childminder.
- The inspector scrutinised records and documents.
- The inspector viewed letters from parents.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Holmer Green, High Wycombe. Children have access to the ground floor of the property for their play and the bedrooms for rest. A secure garden is available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are three children in the early

years age group on roll. She also provides overnight care for a maximum of two children. She can take and collect children from local pre-schools and visits children's activities in the local community.

What the setting needs to do to improve further

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

- use lower-case letters and capitals as appropriate on text and labels in the home, to enable children to become familiar with letter shapes.

Inspection judgements

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

Children are clearly developing skills, attitudes and dispositions required to enable them to become curious, interested learners. The childminder provides an interesting variety of experiences for young children taking into account their age, abilities and interests. For example, the children's interest in traffic lights and the childminder's awareness of the importance of road safety led to a simple activity using fruit to represent traffic lights. After sharing a book about road safety, they discussed the colours of traffic lights and what they mean. They copied the pattern of the lights, using pre-cut fruit, remembering that red means 'stop' and green means 'go'. This simple activity encouraged awareness of pattern, counting, matching, the use of language and made children aware of how they can use books to support learning. It also increased their awareness of safe behaviour and their knowledge of the wider world. Hand-and-eye coordination was also encouraged in this activity. The completed 'traffic lights' were then eaten for dessert and children remembered what the different colours mean as they ate them.

The environment is well adapted to encourage young children's physical development. For example, placing toys on the sofa, just out of young children's reach encourages them to move, pull themselves to standing and reach for the items. Language development is encouraged well as the childminder provides a commentary to her actions; she listens and responds to children, inviting further responses from them. Attractive books are easily accessible and used throughout the day to support children's interests and foster their imagination. Children enjoy opportunities to make marks and regularly use writing implements. Text used around the home promotes children's awareness of the written word. However, these labels are all in upper case letters which could create some

confusion for children when they are first learning to read.

Children develop their physical skills as they use a variety of outdoor play equipment in the garden and have regular visits to parks and play areas. They also become increasingly independent at taking off their own wellingtons and coats. Developing independence helps to encourage children's self-confidence in their abilities. Children go on many outings in the local community, enabling them to develop their social skills as they meet other adults and children. They learn about the natural world through observations of the birds and squirrels in the garden, and collecting and identifying leaves on their walks. They use books to help to identify what they find and to support their learning.

In the short time the childminder has been childminding, she has developed a clear system for observing and monitoring development in partnership with parents. The childminder is fully aware of the need to complete the progress check for two-year-olds when necessary. Parents are kept well informed about their child's day and their development through face-to-face conversations and a newsletter. The newsletter recaps on events and experiences and also provides information about how children learn and the Early Years Foundation Stage.

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

The childminder takes care to meet the welfare needs of all the children. Good systems for introduction to the setting enable her to find out from parents about the child's daily routine, likes and dislikes and sleeping pattern. Where possible, she follows this information, enabling children to experience continuity of care. The childminder also encourages parents to provide photographs of the children and their family and friends. She makes this into an individual book for each child, which they can look at any time. It is a great way of encouraging the children to talk about their families and can be a comfort to the children if they feel sad at any time during the day.

The childminder clearly understands the importance of providing children with opportunities to be physically active, stimulated, regularly fed and to have restful times to enable them to feel comfortable and happy. Consequently, they enjoy the opportunities available to them. A simple routine to the day helps to ensure all these needs are met. It also helps children to feel confident and secure as they know what to do and to expect. Children demonstrate a sense of security and confidence in the setting, indicating they have settled well in the short time they have been attending.

Good care is taken to encourage children's understanding of a healthy diet and physical exercise. The childminder provides healthy, well-balanced meals, which always include vegetables and fruit. Regular drinks of water are always available for children. Mealtimes are happy sociable times, where the childminder encourages children to talk about their food and to try new tastes. She eats with them, providing a good role model. She gathers information from parents regarding allergies, likes and dislikes. This is taken into account

when planning and preparing meals for the children. Children demonstrate a good awareness of hygiene and the childminder ensures that nappy-changing is a gentle, happy time. She talks calmly and gently to young children, providing a narrative to her actions as she changes the nappy, smiling and responding to any noises the young child makes as though in conversation. Children regularly enjoy activities that make them aware of how they can keep themselves safe while with the childminder and when out and about.

Children are beginning to recognise their feelings and the feelings of others through their play and interactions. They are encouraged to share, take turns and be kind to each other through the good example set by the childminder and gentle reminders. They learn to look after the resources and their belongings, for example, as they hang up their own coats and help to pack toys away.

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

A clear safeguarding policy is in place, which is shared with parents on admission enabling them to understand the childminder's role in reporting concerns. The childminder demonstrates both verbally and through her records, a good understanding of her role in safeguarding children, and the signs and symptoms which would give her concern. Comprehensive risk assessments are undertaken and adapted to meet the developing abilities of the children. Regular fire drills help to ensure the premises can be evacuated swiftly in an emergency. Safety gates are used and chemicals stored securely. Good supervision of children in the large garden helps to promote their safety.

The well-maintained home is clean and organised effectively providing children with a spacious and clean environment for their play and learning. There is ample floor space for the youngest children to safely crawl and explore, and for older children to play floor games. The dining table and appropriate chairs enable table-top activities and mealtimes to be safely undertaken. Toys and equipment are all good quality and stored attractively to enable children to select items and increase independence.

The childminder demonstrates a good awareness of the revised Early Years Foundation Stage and the requirements of her registration. She is very well organised and efficient. This means that she has the information she requires easily to hand, and resources and equipment are prepared and easily accessible. All the required records are maintained to manage the service efficiently, effectively and legally. The childminder is clear and confident of her role in reporting changes to Ofsted. She displays her certificate and insurance to reassure parents, and provides parents with detailed information about the service she offers. Parents provide very positive feedback regarding the service offered.

The childminder is proactive in building positive relationships with parents and others involved in children's care. She recognises the importance of working in partnership with them. She takes into account the individuality of each child and their family and adapts,

where necessary, to meet particular wishes. She has good links with the local pre-school which children attend, enabling information to be shared. She also understands the importance of encouraging positive transitions to school. Parents comment positively on the warm, nurturing care the childminder provides. They say she is well organised and provides a broad range of experiences and activities.

The childminder is enthusiastic and passionate about her role. She has reflected on the provision she is offering and has clear ideas of how she intends to develop her skills and the service she offers. Her current plans include undertaking further training opportunities to increase her knowledge and abilities.

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	EY446227
Local authority	Buckinghamshire
Inspection number	799575
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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