

Inspection date

Previous inspection date

11/02/2014

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's good teaching skills supports children to learn successfully and grow in confidence.
- Children develop a very strong sense of belonging with the childminder through her warm and sensitive interaction with them, and her strong commitment to caring for them and their families.
- Children are kept safe as the childminder has a secure understanding of the safeguarding and welfare requirements. This ensures their well-being is effectively promoted.
- The childminder provides valuable opportunities for children to continue their learning during trips and visits to the local area. Consequently, children become confident in new and interesting activities to securely support their developmental progress.

It is not yet outstanding because

- The childminder does not successfully extend the use of the garden to offer a stimulating learning environment to challenge children on a larger, more active scale.
- The childminder does not always develop children's ideas through freely using different media and materials to fully explore colour, activities texture and space.

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 activities on the ground floor and the sleeping arrangements on the first floor of the premises
- The inspector undertook a joint observation with the childminder.
- The inspector talked to the childminder and children at various times throughout the inspection.
- The inspector looked at a sample of children's records and a range of other documentation.

Inspector

Sheila Harrison

Full report

Information about the setting

The childminder registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her school age child in a house in Amersham and uses the whole of the premises and the rear garden for childminding. The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, four children are in the early years age group and attend for a variety of sessions. The childminder cares for children all year round, except for family holidays. She offers care from 7 am to 7 pm Monday to Friday and occasionally weekends and overnight care.

What the setting needs to do to improve further

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

- enhance the opportunities for children to play outdoors at all times of the year to further extend their experiences and learning
- enhance the educational programme for expressive arts and design further by: providing opportunities for children to explore a wider range of media and materials which are accessible and open-ended so they can be used, moved and combined in a variety of ways.

Inspection judgements

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

The childminder gathers detailed information from parents prior to children starting with her in an 'all about me' sheet. The information gathered contributes to the childminder's precise and systematic observation and assessments of children's development. This allows the childminder to plan and provide activities that reflect children's interests and learning styles, and build on what they already know and can do. The childminder also makes plans which are linked to the current theme and based on adult directed craft and cookery activities. Children enjoy practising their cutting skills as they make a card for their mother on Valentine's Day. However, some of the planned activities include the completion of pre-drawn sheets that limit the ways they can explore and experiment with stimulating materials.

The childminder skilfully supports children's language development by speaking clearly and

introducing different tones and rhythms in her voice. She constantly chats to them, providing new vocabulary and repeating what they say. She responds to their comments and ideas indicating that she is listening. The childminder uses everyday activities to introduce mathematical concepts of long and short as they compare the size of the cheese straws at snack time. She checks their understanding as she asks similar questions in different ways. The childminder helps children to develop their thinking skills through remembering the toys on the tray during 'Kim's game'. She asks children to think about where they can place their circle to stop her making a line during the turn taking game of noughts and crosses. This good playful teaching ensures children are ready for the next stage of their learning and eventually ready for school.

The childminder provides a rich play environment indoors where children can independently access a good range of resources. The childminder provides lots of opportunities for children to use her garden for outdoor play at most times of the year especially during the summer. This includes all areas of learning on a larger, more active style. Children enjoy drawing using chalks. They play imaginatively in the play houses and engage in physical play activities to increase their balance and coordination. During the colder months, the childminder takes children to local parks to aid their physical development. However, she has not fully considered how she could make better use of the garden to further enhance children's experiences and learning across all the areas of learning.

The childminder works very closely with parents regularly discussing the children's development with them and also at home. The childminder frequently sends home to the parents each child's learning record. This includes observations of the children at play, photographs, accurate assessments of the children's development linked to all the areas of learning and the suggested next steps. The childminder completes the required progress check for two-year-old children comprehensively and parents are fully involved in this process. This effectively supports the childminder's close relationship with the parents and enables parents to be fully engaged in their child's learning at home.

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

The childminder ensures children are happy and enjoy what they are doing. She is very effective in helping children feel emotionally and physically secure and healthy. The childminder is aware of the importance of attachment. Photographs of the children and examples of their work are displayed extremely well to help the children develop a strong sense of belonging. In the bathroom, children see photographs of themselves as they start with the childminder and as they are now. There is an emotion board, star reward charts and displays of the house rules which the children completed for themselves. The childminder is aware of children's favourite toys and these are readily available. This all helps children to behave well and feel welcomed and settled. The childminder listens to the views of the children and they choose from a range of interesting resources. Children celebrate each other's festivals and birthdays. They make welcome cards for new children and when they move house. This helps them to make friends, feel important and valued as individuals. The childminder ensures that she addresses children's individual care

needs, including their sleep patterns. She talks about this with parents and discusses the bedtime routines when she cares for children overnight. This encourages children's well-being.

The childminder effectively encourages children to interact with others. Children explore and gain confidence in new situations as the childminder takes them to local attractions. The childminder visits local toddler groups and children begin to play with others and the reassurance of a familiar adult builds their confidence in bigger groups. These growing social skills and self-assurance help children to prepare for their move onto other settings or school in the future. The childminder effectively supports children to learn about the wider world as children appreciate visits to the local children's farms. They occasionally go to a local caf for a meal and they recently thoroughly enjoyed a trip to the local veterinary surgery. This provides children with opportunities to experience and strengthens their knowledge of their community and others.

The childminder supports children to learn how to keep themselves and others safe. They are aware to keep the very small toys and puzzles in tightly shut containers. They shut the stair gate to keep the young children from toys that are not suitable for them. Children are learning to take manageable risks as they take care with the scissors. The childminder sensitively explains about the blades suitable for 'big children' and those more suitable for the young children.

Children are learning about healthy living as they are frequently offered drinks and they enjoy healthy snacks of fruit and cheese straws. Older children are encouraged to help prepare the fruit for snack time and this helps them to become independent in their self-care skills. The childminder provides nutritious freshly prepared meals and parents comment that their children eat very well with the childminder. The childminder has prepared healthy menus and this is displayed as information for the older children and parents. She obtains information from parents on children's individual needs and ensures that food allergies and references are respected and catered for. The childminder takes children to local parks and they use the trampoline in the garden which helps them to learn the benefits of exercise to keep themselves healthy.

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

The childminder has a secure understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. The childminder has a strong understanding of safeguarding issues and is very aware of the procedures to follow should she have a safeguarding concern about a child in her care. Children are protected as a result. The childminder creates an environment that is welcoming, safe and stimulating. She minimises risks in the home and on outings. She conducts a separate assessment of the risks before having children stay overnight to help keep young children safe. The childminder completes comprehensive records for the efficient management of the early years provision. She makes her broad range of written policies and procedures available and she has an informative website so that parents are clear about her provision.

The childminder is ambitious about improving provision and practice and wants the children to receive a highly effective service. The childminder reflects on her practice and recognises where she can make improvements. She has a strong programme of professional development. The childminder uses training successfully to enhance her knowledge and skills to further develop her knowledge and understanding of how children learn. The childminder monitors children's progress closely to ensure that children are making as much progress as they can and any gaps in children's learning are closing as quickly as possible.

The childminder demonstrates that she is able and prepared to work closely with other professionals as necessary, so that children receive any additional support they may need. The childminder has established partnerships with other providers delivering the Early Years Foundation Stage to children and she shares information to support children's learning and development. This provides a strong consistency of care. There is an effective two-way flow of communication enabling the childminder and parents to share information to ensure the changing needs of their children are met. Parents report that they consider the childminder 'simply wonderful' and they and their children are very happy with the service the childminder offers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. It will be monitored and inspected within twelve months of the date of this 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		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	EY456884
Local authority	Buckinghamshire
Inspection number	934623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
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, 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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