

Inspection date

Previous inspection date

20/09/2013

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 happy, motivated and interested in their play. They show good levels of independence, curiosity and demonstrate positive behaviour and a strong sense of security, their own safety and an understanding about the needs of others.
- The childminder has a good understanding of how young children learn, and provides a wide range of opportunities to promote children's learning.
- The childminder provides an accessible learning environment with a good range of resources for children to choose. Children enjoy engaging in activities and finding things out for themselves as they lead their play and learning.
- The childminder is committed to updating her professional knowledge and making improvements to her service through accurate self-evaluation.

It is not yet outstanding because

- There is scope to develop and extend the range of resources and opportunities for children to write with a purpose.

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 in the main play spaces including the kitchen area and garden.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records were checked.
- The inspector sampled a range of documentation including children's records.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2013. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and three children in Oakley, Aylesbury. There are currently five children in the early years range on roll. The downstairs area of the home is available for childminding. There is an enclosed garden for outdoor play. The childminder has a recognised early year's qualification.

What the setting needs to do to improve further

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

- develop the educational programme further by providing a varied range of opportunities for children to mark make and write for a purpose.

Inspection judgements

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

Children benefit from a good range of challenging, play based experiences that motivate them to engage with each other and find things out for themselves. The childminder has a secure knowledge and understanding of child development and how children learn. She organises her learning environment successfully with resources to stimulate children to develop their early learning. Children enjoy their learning and they achieve well because planning is very much child-led and organised according to their interests and individual learning needs. They enjoy a varied range of creative and messy play activities. As a result, they have good opportunities to use different tools and materials, and to use their imagination and learn new skills. For example, children experiment with clay and sculpt objects that interest them. The childminder engages well with them and supports their developing language skills. She introduces new words such as smooth or rough to help children describe what they feel. As they create their designs, they make links with what they are creating and places they have been, which builds on their understanding of the world. For example, one child chooses to make a medal for their mother who successfully completed a race at the weekend.

Children play challenging games that help them to look at colours, numbers, letters and sounds. Children enjoy building with large colourful bricks, which help them to develop problem-solving skills. The childminder promotes children's mathematical skills well. Children learn about different shapes and sizes as they compare the dinosaurs in the sand play, and work out how many pillows there are in the doll's house in order to share them

out fairly. Older children enjoy completing jigsaw puzzles, and learn about concepts such as, size, quantity and measure when they take part in cooking activities.

The childminder actively encourages and supports children's language for thinking. She makes good use of spontaneous opportunities to promote children's speaking and listening skills. For example, a child responds to a question posed by the childminder when describing resources in the doll's house. They state that all of the doll's will be 'roasty toasty' in their beds, which builds on children's early links to rhyme. These purposeful interactions make sure children are valued and included at all times. Children's vocabulary is within the developmental milestones for their age and records show that children make considerable progress from their starting points. Early literacy skills are developing as children make marks with pens, paints and crayons. Older children enjoy doing written worksheets in preparation for their move to school, although they have fewer opportunities to write for a purpose in less formal situations, for example, during play in the garden or during imaginary play. Children enjoy sharing songs and stories with the childminder, which further encourages their language development and literacy. Children develop strong personal and social skills. The childminder plans group activities to support the children in developing friendships and to learn about taking turns. She meets regularly with others with young children. This helps children to develop new relationships and to gain new experiences.

The childminder keeps a detailed and thorough record of children's continued progress. She gains good levels of information from parents and other nurseries that children attend. Along with her own accurate observations, this helps her to determine starting points for each child in their learning. Child focussed and personalised planning allows her to plan for each child's specific needs, which helps them to make very good progress in their learning.

The childminder has close working relationships with parents, which enables open and friendly discussions to take place. Consequently, she has a good knowledge of children's home-life and routines in order to value children within the setting. The childminder shares information about the children's daily care using a diary with parents. This means they are well-informed about their children's welfare and routine. The childminder promotes further partnership with the parents through daily discussions, regular written updates and a range of additional information on her notice boards. The childminder offer good opportunities for parents to support their child at home, for example, parents and children are able to contribute to the planning board with their ideas. Parents express their deep satisfaction and appreciation of the commitment of the childminder. The childminder is aware of the need to complete the progress check for children at age two-years with parents.

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

Children are very confident and happy as they clearly feel at home in the childminder's care. The childminder shows children genuine warmth and acceptance, valuing their individual characters and responding positively to their requests. She gathers detailed

information from parents from the start, which ensures the childminder has a strong knowledge of children's individual care and welfare needs, likes and interests. The children have developed a strong bond with the childminder and seek comfort from her when needed. Children's behaviour is good as they are clear about the boundaries and rules of the home, and show that they feel safe. Children learn to be responsible, well mannered and to consider others because of the childminder's good role-modelling and purposeful discussions and interactions. Toys and resources offer challenge and interest, are of good quality, age appropriate and accessible to children. This enables the youngest children to independently explore and help themselves to equipment.

A healthy lifestyle is encouraged as the childminder uses the garden area well to support children's learning. Children play outside in all weathers and enjoy running around the garden, digging for dinosaurs in the sand or help to pick tomatoes for their snack. They enjoy a range of cooking activities to support their understanding of healthy eating. The childminder has a well-developed knowledge of each child's individual preferences regarding the food children like. This enables her to offer them choices at meal times which they enjoy. This also helps to promote discussion and to develop children's understanding of healthy eating. For example, homemade vegetable soup at lunchtime. The childminder also takes children on outings to local places of interest. This means they are able to regularly enjoy play at the park or explore English Heritage national gardens in the area.

Children are encouraged to learn how to keep themselves safe through a series of practical reminders. For example, the fire drill is regularly practised and children learn about road safety when they are on outings. The childminder uses wrist straps to ensure their safety and plans practical safe routes to and from school. The childminder supports children to acquire new skills and have the capacity to develop and learn effectively. They are encouraged to consider their own needs and to complete self-care tasks for themselves in order to develop their independence. This prepares them well for the next stages in their learning.

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

The childminder is dedicated to providing high quality care. She has a strong commitment to help every child feel safe and at home in her setting, and makes effective use of her many years of experience as a nursery practitioner. As a result, she has a secure understanding of her responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The childminder demonstrates a strong level of commitment to ongoing training to develop her professional skills and enhance her provision. She keeps up-to-date with all required training and reviews her policies and procedures to ensure that she follows best practice.

The childminder has a robust knowledge of the safeguarding and welfare requirements. She promotes children's safety well. The home and garden are safe and secure, and the childminder follows procedures that effectively promote children's health and well-being.

She places emphasis on ensuring that children are safe through the completion of thorough risk assessments. These ensure that children are cared for in a good quality, safe environment and while on outings or visits to local groups. The childminder has a good awareness of the procedures for reporting any child protection concerns. She is aware of the signs and symptoms of abuse and routes of referral. This means that if children are at risk, she is able to take prompt and appropriate action to promote their well-being.

Good systems are in place to evaluate the provision overall. The childminder gains the views of the children and parents to ensure that the family's needs are met. She is very clear about her responsibilities to monitor the provision she delivers to support children's learning and development. The childminder evaluates each child's learning through a series of summative assessments. This helps to ensure that each child is making equal progress in all areas of their learning and not falling behind. Partnership with parents and other early years settings children attend are effective in helping identify and support children's individual needs. The childminder keeps parents up-to-date on their children's progress and interests verbally on a daily basis, and through the learning diaries and colourful scrapbooks. These give a written record of children's progress over time and include photographs and examples of their work. The childminder prepares children well for school through her professional and knowledgeable planning to meet their individual needs. She is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage and works effectively with them to support each child and promote continuity of care and learning.

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	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	EY458490
Local authority	Buckinghamshire
Inspection number	908235
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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