

Inspection date

Previous inspection date

11/06/2014

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

- Children have secure and trusting relationships with the childminder. Consequently they are happy, feel safe and grow in confidence.
- The childminder supports children to become independent and learn self-care skills ready for the next stage of their learning.
- The childminder supports children's learning by providing a good mix of adult led and child-initiated activities.
- Parents speak highly of the service provided by the childminder which supports children to make good progress towards the early learning goals.

It is not yet outstanding because

- The outdoor areas do not always provide children with sufficient good quality learning experiences that build on children's interests and extend their learning.

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 the childminder interacting with children indoors and outdoors.
- The inspector discussed and sampled the childminders policies, procedures and children's development records.
- The inspector looked at and discussed the childminder's self-evaluation form.
- The inspector took into account the views of parents by looking at references and parent questionnaires.

Inspector

Vanessa Brown

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in a semi-detached house in High Wycombe in Buckinghamshire. It is close to parks, shops and the town centre with further amenities, such as, the library. Children have use of all rooms on the ground floor, including the lounge, play room, kitchen and bathroom. There is a flat paved area for outdoor play along with the rear garden that is set over three tiers. The family has a pet dog. There are currently three children on roll. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a National Vocational Qualification at level 2 in Early Years Care and Education.

What the setting needs to do to improve further

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

- further develop and extend opportunities for children to learn outdoors by building on and following children's interests.

Inspection judgements

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

Children are happy and play well together in this warm and friendly setting. The childminder supports children to feel safe and secure by talking and listening to children at their level. She has a good understanding of the learning and development requirements of the Early Years Foundation stage. The childminder provides a good mix of adult led and child initiated activities ensuring children remain interested and motivated to learn. The childminder offers a good range of activities and resources to support all areas of learning indoors to challenge children following their interests. They choose from a range of activities which supports their confidence and helps them to become independent learners. However there are fewer opportunities outdoors to extend children's learning which can lead to children losing interest. Children benefit from daily fresh air and exercise either in the childminder's enclosed garden or during outings to local parks. Children develop their physical skills as they learn to climb on the slide and make food in the playhouse. The childminder teaches children to take turns on the seesaw and they sing songs together. This supports children's personal, social and emotional development.

The childminder talks to parents about children's starting points and interests when they enter the setting. She makes initial observations of children before planning activities to support their next stage of development. Consequently children make good progress towards the early learning goals. The childminder shares information about children's development regularly with parents. This means that parents are aware of the activities

that children are involved in and can further support these to extend children's learning at home. The childminder produces progress checks for children when they reach the age of two. This summary of children's learning includes information on the child's communication and language, personal social and emotional and physical development. The effective partnerships developed with parents supports the childminder to meet children's individual needs. Parents make positive comments about the level of care and learning the childminder provides for the children. They comment that children make good progress and have positive relationships with the childminder.

Children enjoy the activities the childminder provides. This is because she follows children's interests and keeps them motivated by extending their learning. Children practise activities to support them to dress and undress themselves. The childminder teaches them how to thread, fasten and unfasten buttons. They sit and concentrate with a range of threading activities and the childminder provides different types to meet the needs of individual children. The childminder supports children's characteristics of effective learning by encouraging children to keep trying and to work out things for themselves as they repeat activities until they are successful. Children develop in confidence which leads them to be able to put on their shoes and supports them to become ready for their next stage of learning. The childminder supports children's communication and language as she talks to them about what they are doing and asks questions. She teaches children how to blow bubbles and they talk about their different sizes. Children count the bubbles and learn to blow for themselves. The childminder teaches children colours while playing in the ball pit and they learn to take turns to throw the balls and play catch. The childminder praises children all of the time which supports their confidence and self-esteem.

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

Children form strong emotional attachments with the childminder. Consequently they feel safe and secure in the setting. The childminder speaks to children at their level and they are confident to go to her for help and support. Children settle well as the childminder follows children's routines and interests. Therefore children's individual needs are met. The childminder is calm, patient and consistent in her management of behaviour. She praises good behaviour and distracts children who become challenging. This supports children's self-esteem. She explains clearly and calmly to children why it is important to share and take turns and children respond well. She has appropriate strategies in place to support all children with behaviour management and they are making good progress. Children develop good manners in the setting as the childminder reminds them to say please and thank you. She encourages them to share and take turns which supports their personal, social and emotional development.

Children show they are familiar with the routines of the day as they wash their hands before meals and snack. Lunchtime is a relaxed sociable occasion and the children sit together to eat with the childminder. Children use cutlery and feed themselves. They talk to the childminder and are happy and confident. This supports children to develop their independence and self-care skills. The childminder promotes healthy lifestyles by providing healthy food and drink in the setting as well as access to regular fresh air and exercise.

Good procedures are in place for dealing with and recording accidents and medication. The childminder has rigorous hygiene procedures in place which supports children's health and well-being. Children's dietary requirements are recorded to take into account any cultural preferences and allergies. The childminder holds a first aid qualification to ensure she deals with accidents appropriately. Therefore children's well-being is being supported successfully.

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

The childminder has a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective policies and procedures in place to support the safety and well-being of children. The childminder shares the policies with parents so that they are kept well informed. The childminder has attended safeguarding training and has a good understanding of the procedures to follow if she has concerns about the children in her care. All of the adults in the setting have undergone the required suitability checks.

The childminder's provision is safe and secure for children to use and standards of hygiene are good. The childminder has robust risk assessments in place to ensure children are kept safe and children take part in fire drills and learn about safeguarding themselves. The childminder updates fire evacuation procedures using information from the local fire brigade. Records show attendance registers are up to date and the childminder follows legal requirements in relation to administering medication and recording accidents. Child record forms detail children's individual needs such as allergies or medication and include information on who has parental responsibility for a child.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She supports children in all areas of learning and provides activities to support children's individual needs. Activities are planned to support the next steps of children's learning. She recognises that children learn through play and teaches them through following their interests. The childminder works closely with parents to ensure that children's next steps are supported at home as well as in the setting. Children are making good progress from this strong partnership working. The childminder reflects on her practice by listening to children and through observations. Parents complete questionnaires, references and provide feedback verbally which the childminder uses to develop her practice. She also receives support from her local childcare development worker from the Professional Association for Childcare and Early Years. She is keen to develop her skills by attending future courses.

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	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	EY469247
Local authority	Buckinghamshire
Inspection number	948343
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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