

Inspection date

16/06/2014

Previous inspection date

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 has created a very welcoming environment for children, which allows them to be inquisitive and make decisions about their play. This effectively develops children's confidence and increases their sense of belonging.
- Children receive very good support to support and aid their social and emotional development.
- Children learn to adopt healthy lifestyles as they enjoy energetic play in the large garden.
- The childminder builds good links with other professionals involved in children's care to provide effective continuity in care and education.

It is not yet outstanding because

- Systems to work with the parents in maintaining children's continuous development and learning are not yet fully established.

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 children's play and the childminder's interaction both indoors in the main play area and the garden.
- The inspector spoke with the childminder at appropriate times throughout observations.
- The inspector examined documentation including children's records, learning journeys, policies and procedures.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder was registered in 2014 and lives with her husband and two children aged under seven years. They live in a five-bedroom house in Gerrards Cross, Buckinghamshire. Minded children have access to the whole of the ground floor. Rest and additional toilet facilities are on the first floor. There is access to a secure garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is currently caring for four children and of these three are in the early years age group.

What the setting needs to do to improve further

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

- strengthen partnerships with parents further by providing more opportunities for parents to contribute and share information that promotes children's learning at home.

Inspection judgements

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

Children are happy in the care of the childminder as she provides good levels of support to help them progress in their development. The childminder is attentive to the individual needs of the children and works effortlessly to enhance their emerging development. This is well supported by the childminders observations, assessments and next steps, which demonstrate how planned activities stem from the children's interest. The childminder gains detailed information from parents before children attend and undertakes home visits to get to know the child and the family. The childminder communicates regularly with parents and uses daily diaries, text messages and newsletters to ensure parents are informed. However, processes to encourage and involve parents in the children's learning records are less secure.

Children enjoy and thrive on the childminder's involvement in their play and close attention. She encourages the children expressiveness, by encouraging them to use their imagination, for example, when playing with the water in garden. The childminder provides the children with dolls, shampoo and toothbrushes to allow the children to explore and learn simple care routines. Children enjoy exploring with a wide range of textures and materials, such as coloured water, bubbles and the mud kitchen, to help them develop their senses. The childminder provides good support to developing children's communication and language development, as she speaks clearly to the children asking appropriate questions.

The childminder supports children's early mathematical development, throughout everyday numerical references. For example, they discuss how many strawberries they pick from the garden for snack and count the spots on the lady bird that they find. Children's development of shape, space and measure is well promoted as the children explore filling containers and holes on the water tray. The childminder promotes early literacy skills effectively by providing children with a broad range of books suitable for all ages. These are read to the children and available for them to select for themselves.

Children are developing a good awareness of the world around them as they are actively involved in theme activities which support their developing awareness, for example the hungry caterpillar. The childminder seamlessly aids the children's awareness of this topic as they observe butterflies through their lifecycle stages in a home kit. They feed them and then release them in the childminder's garden. This first-hand experience, brings learning to life while effectively supporting the children's characteristics of learning.

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

The childminder organises her home and garden exceptionally well to meet the children's needs. She provides a welcoming environment for the children to play in comfort. The main play area provides a vast range of materials, toys and resources to help children feel relaxed and welcome. The childminder initially gathers relevant information about children in order to provide continuity of care. Children's welfare is effectively promoted through every day routines. They confidently move around their surroundings and independently make choices from the resources and activities on offer.

Children demonstrate they are happy and show that they have strong bonds with the childminder. For example, children readily sit with her for cuddles. This means they are very emotionally secure and ready to learn. The environment is safe and children are learning how to keep themselves safe. For example, they are involved practising the emergency evacuation drill, which reinforces procedures to follow to aid their understanding of safety. Children behave well and their confidence and self-esteem is very well supported as they are frequently praised and encouraged.

Good procedures are followed by the childminder to help ensure the health of children. For example, children learn about healthy eating practices as they eat a varied and nutritious diet and discuss healthy choices. In addition, children are encouraged to be active as they play outside in the childminder's garden and visit places of interests such as toddlers and local parks. This helps to develop their muscle strength and coordination, while effectively promoting the children's social skills. The childminder's home is clean and well maintained and this supports the children's health and wellbeing overall.

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

The childminder demonstrates a secure knowledge of how to meet the safeguarding and welfare requirements. She works well to provide a safe and happy environment for children to play and develop. The childminder is fully aware of her responsibility to refer safeguarding concerns to the relevant authorities and has suitable documentation to aid this processes. The childminder has secure procedures in place to monitoring the safety of her home and garden. These include visual risk assessments of her home and garden. All required documentation for the health and well-being of the children is in place. The childminder works effectively with parents to monitor children's health and they share information about accidents and administered medicines.

The childminder works in partnership with professionals within the field of childcare; this aids her to reflect upon her practice and to raise standards. The childminder is very aware of her responsibilities in meeting the learning and development requirements, to enable her to monitor children's progress.

The childminder uses self-evaluation as a supportive tool to reflect and enhance her practice. The childminder has positive relationships with parents and regularly shares information about children's routines and the activities they complete. She seeks advice from other professionals to ensure she continues to offer good standards and thereby continually improving the outcomes for all children.

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	EY469508
Local authority	Buckinghamshire
Inspection number	949708
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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