

Inspection date	09/08/2013
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 makes very good use of the garden area to stimulate children's explorative impulses to extend their learning and development.
- Children persevere with activities and demonstrate a sense of pride in their achievements because the childminder celebrates their achievements warmly.
- The childminder prepares children well for change, as she works closely with parents and nurseries to provide continuity and consistency for children.
- The childminder is committed to ongoing improvement and is undertaking further training to widen her knowledge and understanding of children's learning and development.

It is not yet outstanding because

- Children's interest in the area where they live and sense of community is not always fully explored by the childminder.
- There is scope to finely tune self- evaluation to prioritise targets for improvement to ensure maximum benefit for children.

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 held a joint observation with the childminder.
- The inspector observed children engaged in activities in the kitchen, living room areas and garden.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and children's learning journals.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in a house in the town of Buckingham, in the county of Buckinghamshire. The family has several pet fish in a tank. The childminder walks children to local nurseries and parks. Children have use of all rooms on the ground floor, with facilities for children to take a day time nap or stay overnight situated on the first floor. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently providing care for seven children; of whom three are in the early years age range. The childminder is qualified to degree level in social work.

What the setting needs to do to improve further

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

- extend upon children's interest in their local community further, for example, by making maps and books about the area where they live

- fine tune the self-evaluation process to help ensure targets for improvement have maximum impact upon the quality of care for children.

Inspection judgements

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

The childminder provides a wide range of toys and resources for children. They explore activities inside and outdoors and make choices about their routine and how they play. The garden area is a particular strength and enables children to follow their explorative nature. Children enjoy making 'mud pies' as they use utensils, bowls and containers to mix earth, water and sand. The childminder hides sea creatures inside water and sand trays for children to find. Tents provide children with shelter and somewhere cosy to relax as they look at books.

The childminder encourages children to gain an awareness of differing countries and celebrations around the world. Together they look at a map of the world and the childminder points out Great Britain to show children where they live. However, this sometimes confuses children as they talk about their local community and their house. This is because the childminder has yet to fully explore ways to support children to easily make the connection between the map and what they know about the area which is

familiar to them.

The childminder observes children and finds out what interests them. For example, children show an interest in sea creatures and choose to complete a marine themed puzzle. The childminder encourages their interest during the activity by examining the creatures. Together they count the legs of the octopus and identify the colours of fish. This increases children's enjoyment and engages their interest. Consequently, the activity sustains children's concentration for a significant amount of time given their young age. When they complete puzzles, children are very proud of their achievement and the childminder praises them warmly. This increases their good attitude towards learning and prepares them well in readiness for school.

Children ask questions about things to help them to understand. They talk at length with the childminder about their families and people who are important to them. The childminder listens intently and asks them for their opinions and ideas. This helps children to develop critical thinking skills and they increase their fluency of sentences. Children become capable communicators who confidently talk about their ideas and express themselves freely.

Children use their imagination as they make picnics and role play with plastic food and plates. They increase the use of the small muscles in their hands as they organise the food and plates. Children draw and make marks in the garden as they test out their skills in early writing. They enjoy regular trips to the park to help strengthen their larger muscles as they play on their equipment. Therefore, they make good progress in their physical development.

The childminder tracks children's progress and has a good understanding about how to move children forward in their development. She appreciates that when children attend nursery she needs to complement their learning. The childminder gathers information about themes and topics at nursery to build upon what children already know. The childminder encourages parents to share information about what children learn at home and gives them regular opportunity to look at children's learning journals. The good channels of communication help to ensure that children experience consistency and make good progress in their learning and development.

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

Close working with parents and other providers who care for children means that children adapt well to change. The childminder ensures that there is an effective settling in period which helps children to feel content and secure. Children are confident to separate from their parents and content in the childminder's care. They ask the childminder to join them in their play and are talk excitedly about what they have done since they last saw her. The strong relationships that children share with the childminder mean they are happy and relaxed in her company. The childminder follows parent's wishes in relation to children's routines. For example, parents discuss with the childminder that they want children to be able to unwind after nursery. The childminder is responsive to this and provides calm,

quiet activities that help children to rest after a busy morning.

The childminder provides children with opportunity to talk about what they would like to do and to make choices. This means that they feel in control and behave well. Children get along well with each other because the childminder encourages them to share and take turns.

Children begin to understand about exercise as part of their routine because they walk to the childminder's home from nursery. Children recognise the effect of this on their bodies and talk about their legs aching and needing to go in the pushchair when they tire. The childminder discusses providing a healthy lunch with parents and explains to children that some foods are nice as a treat but need to be limited. Children manage their own hygiene well and know to wash their hands after using the toilet and before eating.

Children are able to gain an awareness of safety as the childminder engages them in practising evacuating the home. This helps them to know what to do in the case of an emergency. The childminder alerts children to the effects of rain on the decking in the garden, reminding them that it can become slippery. This helps children to begin to assess and manage risk for themselves.

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

The childminder has a very good awareness of how to keep children safe in her care. She has policies in place to underpin her work and a clear procedure for reporting any concerns she might have about children's welfare. Her previous training gives her a secure understanding of how to recognise the signs and symptoms that might cause her concern about children's well-being. Thorough risk assessments help the childminder to maintain a safe environment and reduce likely risks on outings. The childminder reviews these on a regular basis and adapts them as children grow in age and ability.

The childminder seeks ways to reflect upon the quality of care she provides. Close working with development workers and information gathered from parental questionnaires helps the childminder to consider strengths and weaknesses. The childminder puts into place effective action plans to tackle any weaker areas. The childminder is instigating multiple plans for improvement, such as joining a network of minders, joining a quality accreditation scheme and undertaking further training. The childminder has yet to fully put into place a way to measure the impact these have upon her practice. This is to prioritise further plans for ongoing improvement in the quality of care she provides for children.

The childminder undertakes training to widen her knowledge and skills. For example, the childminder is completing a level three qualification and uses her learning to develop the activities she provides for children. The childminder uses her observations to ensure that she can successfully monitor children's progress. This provides an accurate picture of children's levels of working. The childminder is aware of the progress check for two year olds should she need to complete this in the future. The childminder seeks further training

to support her work in the future, in particular with children who are vulnerable. This means that she is able to fully support the needs of the children she cares for and make plans for the future. The childminder is committed to supporting families and seeks ways to increase and support this.

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 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	EY439979
Local authority	Buckinghamshire
Inspection number	807456
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

