

Inspection date	14/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 kind and caring approach means children are happy, well cared for and settle quickly.
- Children make good progress given their starting points and acquire skills for their future learning.
- The childminder works positively with parents to place equal emphasis on meeting children's well-being and learning and development needs.
- The process of self-evaluation is effective and the childminder is capable of maintaining and improving her good childminding service.

It is not yet outstanding because

- The childminder does not fully extend children's speaking and listening skills by, for example, discussing pictures, photos and stories about themselves or their families and other people.
- There are few opportunities for children to explore and experiment with different media.

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 dining room and lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation files, tracking systems and a selection of policies and children's records.
- The inspector also took account of the views of parents.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and child in Aylesbury in Buckinghamshire. The whole of the house except two of the bedrooms are available for childminding and there is a garden for outside play. The family have two cats and fish. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 6am to 7pm Monday to Friday except for family holidays agreed in advance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll and they are in the early years age range.

What the setting needs to do to improve further

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

- support children's further communication and language skills by talking about photos of family members, significant people in the child's life and familiar everyday objects

- provide further opportunities for babies to develop their physical skills by exploring a wider range of media.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn and develop. She is very aware of the babies' current stage of development through observing them during their play and discussions with parents. Planning arrangements allow activities to stem directly from babies' interests and support the development of individuals' skills. For example, the babies enjoy playing with farm animals and the animal sounds fascinate them. Babies happily play with the bright and colourful toys, which attract their attention. The childminder interacts warmly with babies, helping them to explore their environment and to make good progress in their development. Parents are involved in their child's learning; they discuss their next steps and share ideas to help children to make further progress.

The childminder knows the babies well and she chats warmly to them as they play. She makes good use of props; for example, when singing songs about animals. Musical

activities help babies to develop early speaking and listening skills. Babies show a keen interest in books that make animal sounds. However, the childminder does not make use of photos of children's families and lives to further extend their communication skills through discussions. Babies develop good physical skills as they have space to crawl and retrieve toys. They giggle as they bounce up and down, joining in action songs and rhymes on the childminder's lap. Babies increase their small muscle skills as they post shapes and stack rings. They use their senses as they investigate different objects, handling and exploring lemons, pine cones, ribbons, metal and wooden objects. However, they do not use a wide range of media such as water and gloop that they enjoy putting their hands in, pulling them out and feeling. Babies have good opportunities to learn about the world in which they live. For example, they visit the library and join in activities at the local children's centre.

Babies begin to explore basic technology as they press buttons to operate toys and turn on lights. Babies' creativity and imagination is encouraged during different activities such as painting and playing musical instruments. Babies clearly enjoy their day in the care of this warm childminder and her family. They make good progress given their starting points and they are gaining skills for their future learning.

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

When children first start, the childminder ensures that they settle happily before their parents leave them in her care. Consequently, they feel secure and play happily. Caring and nurturing relationships with the childminder enables children to form close attachments and feel secure. They learn to behave well because the childminder models and encourages respect and good manners. Consistent encouragement and praise means that babies develop confidence and self-esteem.

There is a good range of toys and resources available for the different ages and stages of children's development. There is a wide range of nursery furniture and equipment to meet their varying needs, such as a high chair, travel cot and buggy. The childminder use resources well so that children can feel safe and comfortable. For example, by providing a high chair for them to eat whilst safely restrained and a travel cot where they can nap. This positively promotes the children's well-being.

Babies follow healthy routines such as hand washing to prevent the spread of infection. In clean and comfortable surroundings, babies are able to sit, roll and crawl with ease. The childminder holds a first aid qualification to make sure she can manage any accidents appropriately. The provision of food is negotiable with parents. Babies have regular drinks to keep hydrated; they enjoy finger foods and begin to hold a spoon when fed by the childminder. As a result, the childminder promotes children's well-being successfully.

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

The childminder has a good awareness of child protection issues in order to safeguard children. She knows the possible signs to look out for and the procedure to follow should she have concerns. Thorough risk assessments cover everything children come into contact with. For example, the childminder's home and the different environments children go on outings. The childminder takes steps to keep babies safe, for example, stair gates, locks on cupboards and fire-fighting apparatus are in place. Children's records required for the safe and efficient management of the childminding provision are in place and well managed. These include contracts, accident and medication administration records.

The childminder uses self-evaluation well to help evaluate her service and accurately recognises the strengths of her setting. Parents have the opportunity to influence the development of her service by contributing their views as part of the childminder's self-evaluation. The childminder attends training courses to update her knowledge and skills and in turn, this benefits the children. This demonstrates her capacity to make continuous improvement.

Partnerships with parents and carers are good. Children are secure and comfortable because their parents share information about their individual needs, interests and experiences with the childminder at the outset of childminding arrangements. The childminder knows her responsibilities to implement the learning and development requirements and to and carry out the progress check for two-year-old children. Children have a daily diary and learning journal. This clearly records their progress, identifies their next steps for learning and includes written observations and photographs. The childminder uses text messaging and sends photographs of the children to their parents during the day, which they find reassuring. Parents' comments in questionnaires demonstrate that they value the childminding service they receive.

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	EY459460
Local authority	Buckinghamshire
Inspection number	911090
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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