

Inspection date	21/02/2013
Previous inspection date	22/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 experience fun and challenging learning opportunities that help them to make good progress towards the early learning goals, particularly in communication and language skills.
- The childminder develops trusting relationships with children so that they feel secure and relaxed in her care. They show good levels of independence, curiosity, imagination and positive behaviour .
- The childminder has a good understanding about how to promote the health, safety and welfare of the children.
- The childminder has effective partnerships with parents and other settings the children attend.

It is not yet outstanding because

- The childminder misses some opportunities for children to practise their early writing skills, linked to their interests.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the kitchen/diner and lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation files, tracking systems, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of one child and parent spoken to on the day and several letters from parents.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 1994. She lives with her family in Thornborough in Buckinghamshire. The ground floor and first floor toilet facilities of the house are available for childminding and there is a garden for outside play. The family has pet rabbits and rats. The childminder walks and 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 7am to 6pm Monday to Friday except for family holidays agreed in advance. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding one child under five and ten children over five, before and after school. They attend on different days. The childminder holds a National Vocational Qualification at Level 3 in Early Years Childcare and Education.

What the setting needs to do to improve further

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

- extend the opportunities for children to write for different purposes about things that interest them, both indoors and outdoors.

Inspection judgements

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

Children thoroughly enjoy playing with the toys and activities on offer after a busy day at school and during the holidays. The childminder is very calm and flexible in her approach. She encourages all children to take control of their own learning and offers gentle guidance and support. She demonstrates many good teaching skills, always encouraging children to develop their own thoughts and ideas.

Children are highly involved in activities, which encourage them to use their imagination and problem-solving skills. For example, they build a complex train track and express they want to load the freight train with bricks and logs. The childminder asks how they might achieve this and they discuss lots of ideas such as collecting twigs. Children finally decide to draw logs and they choose the tools they need to achieve this. For example, scissors for cutting, rulers for measuring and sticky tape for attaching the logs to the train. Children make decisions about the colour of their logs and then decide to stick bricks together with tape to pile on top of another train carriage. When this topples over, the childminder encourages children to think about why this happens and what they can do about it. Children then decide to take off the bricks and use more logs instead. This activity successfully encourages them to develop their imagination, problem-solving skills and understanding of the world. The childminder identifies and provides challenges for children. For example, they explore shapes such as quarters and semi-circles when they construct and design.

Children enjoy finding out about the world in which they live. For example, they join in festival celebrations making lanterns for Chinese new year. They observe the frogs in the

pond, look after the childminder's pets and plant vegetables in the garden. Children have very good opportunities to use technology. While operating the photocopier and computer, they explore how they work and why things happen. They count confidently beyond ten, and talk about colour and size.

The childminder is particularly skilled at helping children to develop very good communication skills. They explore words and letters through word games, stories, and identifying letters and words in the environment. Children link sounds to letters as they complete computer games and the weather chart on the fridge. They develop good literacy skills as they draw recognisable pictures and write their names. However, they are not fully encouraged to write for a variety of purposes both indoors and outdoors. Children's creativity is encouraged through many art and craft activities such as painting, sticking and modelling. They also enjoy role play and playing musical instruments. The childminder enthusiastically and successfully helps children to acquire the knowledge and skills they require for their on going education.

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

Children have close relationships with the childminder and they are very at ease in one another's company. The childminder boosts children's self-esteem and confidence by encouraging them to take photos of their achievements. For example, a very long snake they construct with magnetic sticks. Children are very well-behaved, they learn to share and take turns and receive plenty of praise.

Children learn good hygiene practices during the routine of the day. They discuss washing their hands after using the toilet and before they eat. Children enjoy going to the shops to buy ingredients for cooking activities. They have healthy snacks and meals, and experience sociable meal times at the kitchen table with the childminder. Children enjoy fresh air and exercise as they walk to and from school and make good use of the local park. They develop good physical skills as they move in different ways on a variety of apparatus. In the childminder's garden, they play with hula hoops, balls, trampoline, and push and ride on toys. The childminder helps children to learn about keeping themselves safe. She reads well-written stories about stranger danger and children practise road safety. During discussions with children, they clearly explain what they do in the event of a fire. They know the exits they must use depending upon where the fire starts. Therefore, they have many good opportunities to learn about being healthy and safe.

The childminder has a very good range of interesting toys and resources, which children use effectively to develop their own ideas. They know they can take their time when making things and that their creation is kept safely by the childminder for completing. For example, when creating shapes and designs with tiny beads.

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

The protection of children is high on the childminder's agenda and she keeps up-to-date with Local Safeguarding Children Board procedures. This means that, she knows how to protect the children, to raise concerns and follow the correct procedures. In order to keep children safe, the childminder successfully carries out risk assessments of her home and other environments used by the children. She is very well organised and keeps all of the required paperwork. For example, accident and daily attendance records.

The childminder has a good understanding of her responsibility to deliver the learning and development requirements. She is very familiar with relevant guidance in order to help her plan and assess children's progress. The childminder prepares children well for transferring to school. Once they start school, she continues to complement their learning with the support of parents and school teachers. Parents have open access to their children's learning journals, which include photos of their children during play. Therefore, children make good progress in their learning and development.

The childminder's self-evaluation is effective. She reflects on her service and searches for new ideas to maintain children's enthusiasm for learning. For example, art and craft ideas. Since the last inspection, the childminder has further improved her knowledge and skills by attending training courses. This demonstrates her good capacity to make continuous improvement. During discussion with children, they state they enjoy, 'playing with the train track and marble run, and colouring'.

Partnerships with parents are strong. The childminder communicates effectively with them to meet their children's welfare and learning needs. She also offers parents support and guidance on request. The childminder is highly thought of by the parents who are extremely complimentary about her provision.

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
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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. 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	131175
Local authority	Buckinghamshire
Inspection number	842895
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	22/12/2009

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 that are usually their 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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