

Inspection date	04/07/2013
Previous inspection date	26/11/2008

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 gain positive attitudes towards their learning because the childminder plans activities to capture and build on their individual interests.
- The childminder is particularly skilled at helping children to make good progress in their communication and language skills.
- Children develop close attachments with the enthusiastic childminder and thoroughly enjoy spending time with her and her family.
- The childminder places a strong emphasis on partnerships with parents and others involved in the children's lives.
- The childminder reflects on her childminding service to make continuous improvements and, therefore, benefit the children.

It is not yet outstanding because

- Although children make good progress in their physical development, the childminder misses some opportunities to extend this because children do not play with large portable equipment in the garden.
- The childminder does not make best use of opportunities for children to fully explore the concept of quantities and measures.

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 lounge and play room.
- The inspector had discussions with the childminder, children and two parents.
- The inspector looked at children's observational files, the childminder's self-evaluation form and a selection of policies and children's records.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 2007. She lives with her family in Aylesbury in Buckinghamshire. The whole of the ground floor flat is available for childminding and there is a garden for outside play. 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 9pm, Monday to Friday, except for family holidays agreed in advance. The childminder is currently minding five children in the early years age range and three children over five years of age before and after school. Children attend on different days and at various times. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend the range of large outdoor portable equipment for children to move about safely to create their own structures
- provide opportunities for children to experiment with quantities and measures, for example, by providing different sizes and shapes of containers in water play.

Inspection judgements

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

Children thoroughly enjoy the time they spend with the childminder who creates a warm and nurturing environment. Therefore, the children clearly feel comfortable and at ease in her home. The childminder plans a range of exciting activities, which captures the children's interest and helps them to make good progress in their learning and development. She knows the children very well and she plans for their individual interests and next steps for learning. She uses effective teaching techniques and is particularly skilled at using open questioning while allowing children time to respond and to think for themselves.

Children are very interested in books and they squeal with delight as they snuggle up on the sofa for a story. They listen attentively and respond eagerly to the childminder's questions. Children have a wonderful sense of humour and roar with laughter about the characters in the story. They count confidently to ten and talk about the character's feelings, for example, happy, sad and cross. The childminder challenges their thinking as

she asks them what 'reflection' means to which children respond 'It's the same!' Children enjoy using mirrors to talk about the colours, shapes and different parts of their eyes. The childminder introduces new words, for example, as she talks about how people clean their eyes by blinking. Children fully participate in activities, such as describing and guessing the different objects in a bag, to further extend their good vocabulary and turn taking skills. When caring for children with English as an additional language, the childminder asks parents for words in their child's first language and she uses gestures to help her communicate. Children enjoy chalking and dipping brushes in water to make marks on the garden fence, which helps them to increase their early writing skills. Therefore, children make very good progress in their communication, language and literacy.

The childminder provides a range of toys and apparatus to help children to develop good physical skills. Children enjoy pull, push and sit and ride toys, both indoors and outdoors. At the park, they climb, slide and balance as they use more challenging apparatus. However, they do not have access to large portable equipment to move about to create their own structures. The children develop good problem-solving and small muscle skills as they fit puzzles together and build with bricks. During these activities, children talk confidently about colour, number, size and shape. However, there are fewer activities to help children to develop an understanding of quantities and measures, for example, during water play.

Children have many opportunities to learn about the world in which they live. They find out how things work as they play with programmable toys, magnifying glasses and whisks. Children enjoy planting seeds, visiting the pet shop and talking about feeding the ducks. The childminder prepares picture charts of things for children to find on their nature walks. For example, they look for spiders and ladybirds and enjoy ticking off their list as they find them. This also provides children with opportunities to write for a purpose. Children learn to embrace diversity as they play with a variety of multicultural toys and resources. They explore other cultures in their own community and further afield through festival celebrations. Children respond to the world creatively and imaginatively as they paint, stick, play musical instruments and participate in make-believe play. The childminder takes children to pre-school groups, which further extends their experiences and provides opportunities to socialise in a larger group. Children securely acquire the skills, attitudes and dispositions they need in preparation for moving on to school.

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

The childminder creates a very welcoming and secure environment where children's welfare is paramount. The children's settling arrangements enable the childminder, parents and children to get to know each other really well. Children are very well-behaved and they respond positively to the consistent praise and encouragement offered by the childminder. Consequently, they develop confidence and self-esteem. Toys and resources are well presented and laid out with space for children to explore and investigate. The childminder provides a good range of furniture and equipment to meet the different ages and stages of children's development. For example, children use steps to reach the bathroom sink independently and they have individual rest beds.

Children develop a very good appreciation of living a healthy lifestyle. Well established personal hygiene routines minimise possible cross-infection. For instance, children have individual towels and bed linen. In order to encourage children to wash their hands, the childminder introduces 'magic soap'. Children are very proud to demonstrate how they use the soap and give a running commentary. The provision of food is negotiable between the parents and the childminder. Children enjoy nutritious snacks and actively participate in lunch time preparations, for example, as they butter their bread. Children enjoy baking and decorating biscuits. When they recall what they have been cooking they call out 'beans on toast!' The childminder tells them they are teasing her and they all laugh and giggle. While looking at the photo of their cooking activity, the children talk about the colours and the shapes of the biscuits they decorated, for example, stars and hearts.

The childminder places a strong emphasis on helping children to learn to keep safe. For example, as they participate in emergency evacuation procedures and practise road safety. The childminder encourages children to enjoy fresh air and exercise. As she supervises the children, she allows them to take small risks. For instance, as they learn to use apparatus at the park and gym.

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

The childminder has a very good knowledge and understanding of how to safeguard children and she keeps up-to-date with local child protection procedures. Effective risk assessments promote children's safety on the premises and outings. The childminder takes positive steps to make the areas used by the children safe and secure. For example, stair gates are in place and cupboards are inaccessible. The childminder accurately maintains all of the required paperwork, for example, children's contracts and attendance, accident and medication administration records, to help safeguard the children.

The childminder is very aware of her responsibility to deliver the learning and development requirements. She uses ongoing assessment very effectively to monitor children's progress and the information gathered helps her to identify what she needs to do to help the children to achieve their next goal. The childminder has systems in place to help her to carry out the progress check for children aged two years. Each child has a well presented learning journal, which includes photographs of the exciting activities and outings they participate in. Parents report that they know they are very welcome to look through these at any time.

The childminder has good systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and talking to the children. She successfully recognises her own strengths and weaknesses and has a good capacity for continuous improvement. She keeps up to date with necessary changes and continually attends training courses to enhance her knowledge and skills. For example, she has completed first aid and basic food hygiene training, and a level 3 diploma in Home-based Childcare.

The childminder establishes strong relationships with parents. She informs parents of her comprehensive policies and procedures that underpin her good childminding provision. Letters, questionnaires and discussions with parents demonstrate they are very happy with the childminding service and hold the childminder in very high regard. Parents report that they have plenty of feedback about their child's routine and achievements and that their children are very safe and happy and well prepared for school. The childminder makes links with other settings the children attend, for example, with the pre-school teachers. At the end of the day when parents collect their child, they are made fully aware of the day's activities, achievements and routines.

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	EY361550
Local authority	Buckinghamshire
Inspection number	815456
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	26/11/2008
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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