

Inspection date	26/09/2013
Previous inspection date	13/04/2011

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 are happy and content in the childminder's care because she promotes their emotional well-being effectively, enabling them to feel safe and grow in confidence.
- The childminder has a good understanding of how children learn and supports them through providing a wide range of positive learning opportunities. This enables them to make expected ongoing progress within their developmental range.
- Partnerships formed with the parents are good. The childminder shares information so they are up-to-date with what their children do and the care provided.
- Children thoroughly enjoy outings to local places of interest, which broadens their experiences and help them to develop a good understanding of the world in which they live.

It is not yet outstanding because

- Although the childminder encourages children's literacy skills through books, she does not provide extra resources to further spark their interest and enthusiasm.
- The childminder does not extend all opportunities to encourage children to write for a purpose in their play.

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.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at a selection of policies and children's records.
- The inspector took account of information from parents.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 2010. She lives with her child in Chesham in Buckinghamshire. The whole of the ground floor is available for childminding and there is a garden for outside play. The family has a dog, fish and hamster. The childminder walks or drives to local schools to take and collect children, and she attends the local pre-school groups. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her provision is open all year round from 7am to 6pm Monday to Friday except for family holidays agreed in advance. The childminder is currently minding two children in the early years age range and three children after school.

What the setting needs to do to improve further

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

- develop further opportunities to increase children's interest in, and enjoyment of, books
- provide further activities for children to experiment with writing throughout their play.h

Inspection judgements

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

Children have fun as they learn through play. The childminder plans and provides activities to help children to make good progress in all areas of learning. The childminder's observations and discussions with parents help her to plan an exciting range of activities to support the children's interests. Each child has a learning journal, which demonstrates how they make good progress in their all-round development. The childminder helps children to achieve the next steps in their learning well.

Children express themselves creatively as they paint, stick and play musical instruments. They are highly involved in make-believe play with dolls. For example, the childminder asks them why their 'baby' is crying, they respond 'because she is hungry'. The childminder encourages children to talk about their baby's feelings. They discuss their baby needing their nappy changing and wipe the changing mat with a baby wipe so it is clean. Children undress their dolls and pretend to change their nappies. They enjoy acting out experiences they observe in real-life. During the activity, the childminder makes

suggestions to extend their play, she talks about what they are doing and what they are going to do next. For example, children talk about putting their baby's nappy in a nappy sack and then in the bin. This helps children to positively develop their imagination, speaking and listening skills.

Children enjoy books and stories, although the childminder does not fully extend their interest through, for example, the use of interesting items, such as puppets and props. The childminder provides children with some opportunities to explore early writing such as making marks with their fingers in paint and sand. However, she does not fully extend these skills by providing opportunities to write for a variety of purposes. For example, shopping lists during imaginative play. The childminder helps children to develop good mathematical skills. For example, during a shopping game, children enjoy matching and sorting pictures. The childminder skilfully engages children in discussions about colour, number, size and shape during the activity. In addition, she asks open questions and allows children time to think and respond.

Children engage in many worthwhile activities to develop their knowledge and understanding of the world in which they live. They have great fun fishing in the river, the children recall catching fish and snails in their pink nets. They care for living things as they plant bulbs and feed carrots to 'Woody' the horse. Children learn about technology as they play with the telephone, toy camera and tool kit, for example. The childminder arranges visits to the fire station to broaden children's experiences and they thoroughly enjoy dressing up as fire fighters and hold the water hoses. The childminder provides many enjoyable learning experiences, which help children to gain a zest for learning.

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

The childminder plans individual settling in procedures so that children happily separate from their parents. Children and parents are welcome to stay and play on a Saturday to get to know the childminder and her family. Children behave very well and they have close attachments to the childminder. They are full of confidence because the childminder constantly praises and encourages them for their achievements. There is a good range of toys and resources to support children's all-round development.

Children learn to live healthy lifestyles. Parents provide wet weather clothes for their children who spend time outdoors in the fresh air, taking part in exciting first-hand experiences. For example, children have great fun walking through the woods. The childminder teaches the children to learn about keeping themselves safe through the routine of the day. Children know they must put on their seat belts in the car and they tell the childminder to put her seat belt on even before she gets in to her car. Children wear high visual jackets on outings and they are able to explain what they have to do in order to cross the roads safely.

Effective systems are in place to promote children's good health. Children have individual towels to wipe their hands in the bathroom. Good nappy changing procedures are in place and the childminder operates a suitable exclusion policy for sick children. Effective

procedures are in place for administering medication and the childminder has current knowledge of first aid procedures in order to act appropriately in the event of a child having an accident. Children enjoy nutritious meals and snacks provided by the childminder and they help themselves to drinks when they are thirsty. The childminder has necessary paperwork in place to maintain children's good health and well-being.

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

The childminder is very clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps up to date with safeguarding issues, for example, by completing child protection training. Risk assessments cover all areas of the premises and outings to support children's safety and security effectively. For example, garden boundaries are secure, stair gates are in place and locks are fitted to cupboard doors. The childminder is committed to developing her practice to ensure continuous improvement. Since the last inspection, she has developed her service to benefit the children's welfare and learning. The childminder is not complacent; she attends training courses to keep her knowledge of childcare up to date.

The childminder has a good understanding of the learning and development requirements. She knows the children really well and caters for their individual interests to support and further complement their learning. The childminder effectively completes the progress check for two-year-old children and this involves their parents input.

There are very good partnerships with parents that help the childminder to find out about the children's interests and abilities when they first start. The childminder shares information with parents regularly about their children's learning and welfare through newsletters, text messaging, daily verbal exchanges and learning journals. Letters seen at the inspection, note parents positive comments about the good childminding service they receive. The childminder works in partnership with others if the need arises, for example, schoolteachers. She appreciates that this supports children's continuous learning. Children are happy, and the childminder meets their welfare and educational needs well.

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	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	EY411890
Local authority	Buckinghamshire
Inspection number	816377
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	13/04/2011
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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