

Inspection date	16/12/2013
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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.
- The childminder reflects on her childminding practice and continually develops her service to benefit the children and their families.
- Partnerships formed with the parents are good and information is shared to enable them to be kept informed about what their children do and the care provided.

It is not yet outstanding because

- The childminder does not make use of a wide range of natural materials for children to explore and investigate through using their senses.
- The childminder does not make use of a wide range of toys and resources to fully promote children's understanding of size and shape.

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 kitchen.
- The inspector observed the interaction between the childminder and children.
- The inspector looked at children's observational files, the childminder's self-evaluation and a selection of policies and children's records.
- The inspector took account of the views of parents expressed in letters.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2004. She lives with her three children in Winslow in Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder walks 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 7.30am to 6pm 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 is currently minding a child in the early years age range and a child over five years of age before and after school.

What the setting needs to do to improve further

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

- use a broader range of natural materials to encourage children to use their senses to explore

- extend and make use of the range of toys to enable children to further develop an understanding of size and shape.

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. Her systems for planning and observational assessment of children's progress are effective in practice and identify future learning priorities. The childminder plans activities based on individual children's interests and developmental stages. She shares information about the children's progress with parents through discussions and learning journals. Consequently, children make good progress in their learning given their developmental starting points.

All of the toys and resources are easily accessible so children are independently choosing what they want to play with. Children gradually link words to their meaning because the childminder uses effective teaching techniques such as repeating lots of single words when showing different objects. During story time with props, they enjoy cuddles and smile in response to the childminder making the sounds of cars and trains. Children enjoy joining in action songs and rhymes, and playing musical instruments such as shakers. Children develop skills for the future as they practise their mark-making using chunky crayons. Furthermore, they make marks as they finger paint and as they poke and prod dough. All of these activities help them to develop their good communication, language

and literacy skills.

Children enjoy exploring different media such as dough and paint. During a sticking activity, they feel the texture of the glue on their fingers and observe the shiny glitter as the childminder sprinkles it on their hands. However, they have fewer opportunities to explore a wide range of natural materials and resources to further stimulate their senses. The childminder helps children to develop their good problem-solving skills; for example they enjoy measuring as they fill and empty containers in the water play and sing number songs and rhymes. However, there are fewer resources available to help them to learn about size and shape, such as shape sorters, stacking toys and building blocks. A good range of programmable toys help toddlers to find out how things work, for example as they press buttons to play music. Children use their imagination as they begin to explore make-believe play with tea sets and play food. The childminder helps children to become curious learners and she prepares them well for the next stage of their learning.

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

Children experience an individual settling routine, which helps them to separate from their parents. They are encouraged to bring their individual comforters such as blankets. The childminder manages children's behaviour well, providing a good role model to help them develop politeness and consideration for others. The childminder makes good use of the space in her home and overall, provides a wide range of toys and activities that encourage children to be active learners. The affectionate and gentle care given by the childminder enables children to develop a sense of belonging and trust.

The childminder teaches toddlers good hygiene practices such as washing their hands before eating. The childminder has a good understanding of the procedures to be followed in respect of a sick or injured child. Generally, parents provide their children's food and the childminder ensures that children help themselves to drinks regularly. The childminder effectively maintains the required records for recording accidents and medication administration. She holds a first aid qualification to make sure she manages any accidents appropriately.

Children develop a positive attitude towards being active as the childminder ensures they have regular opportunities to exercise in the fresh air. Children's physical development is promoted well both indoors and outdoors; for instance they have ample clear space to walk around and to push along toys. Children also enjoy using apparatus at the local park, for example as the childminder pushes them in the swing. They begin to understand how to keep themselves safe as the childminder allows and supports them to take some risks, for instance as they negotiate different surfaces, steps and slopes. Children know the routine of the day and happily cooperate as they put on their safety harness in the booster seat. The childminder has clearly defined procedures for the emergency evacuation of her premises. Therefore, she positively promotes the children's safety and well-being.

The effectiveness of the leadership and management of the early years

provision

The childminder is fully aware of her responsibilities in meeting the safeguarding and welfare requirements. She has a good knowledge and understanding of safeguarding children and she knows the correct procedures to follow should she have concerns. The childminder checks the areas of her home that the children use every day, so they can play safely indoors and outdoors. She also risk assesses outings so children can explore and play safely. All of the required paperwork is well organised and maintained accurately.

The childminder evaluates her childminding service well. She accurately identifies her skills and areas for development. The childminder has developed her service following recommendations from the last inspection. For example, she has developed her written policies and procedures to share with parents and underpin her good childminding service. In addition, the childminder provides toys, resources and activities to help children to develop an understanding of diversity. The childminder encourages parents to share their views about her childminding service.

The childminder has a good understanding of her responsibility to meet the learning and development requirements. She closely monitors the children's progress and identifies their next steps for learning. Parents are involved in their children's learning and enjoy the information shared through their child's learning journal. The childminder is well aware of her responsibility to carry out the progress check for two-year-old children as the need arises.

The childminder establishes trusting relationships with parents, which helps children to feel safe and secure. Parents share information about their child to enable the childminder to meet their individual needs while in her care. They receive daily information about their child's routine and achievements. Comments from parents demonstrate that they are very pleased with the childminding service they receive. For example, a parent comments 'my child beams with happiness as soon as the childminder opens the door'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY291895
Local authority	Buckinghamshire
Inspection number	812832
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	09/06/2009
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, 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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