

Inspection date	11/11/2013
Previous inspection date	09/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Partnerships with parents are strong and well developed. The childminder values parents' contributions towards children's development and the sharing of responsibilities contributes towards children make good progress.
- The childminder provides an environment where children gain self-care skills so they move forward in their development, ready for the next stage of learning and school.
- The childminder is keen to improve her knowledge and skills to enhance her service and does this through undertaking training and development courses.

It is not yet outstanding because

- The childminder does not always make all her play spaces available to the children to give them as rich a choice of resources as possible for their self-guided 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 the childminder teaching and children learning.
- The inspector discussed practice with the childminder.
- The inspector sampled documents including policies and procedures on safeguarding, accident records and learning and development records.
- The inspector read the childminder's self-evaluation.

Inspector

Carolyn Hasler

Full report

Information about the setting

The childminder was started in 1993 and registered with Ofsted in 2001. She lives with her husband and their four teenage and adult children in Loudwater in Buckinghamshire. The whole of the ground floor of the house is used for childminding and there is a rear garden available for outside play. The family has pet guinea pigs. The childminder walks/drives to local schools to take and collect children; she attends the local parent/toddler group. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding nine children of which four are under five years old. Some older children come either before or after school. She also offers care for children over eight years old. Children attend on a variety of days and at different times. When working with her husband as an assistant, together, they may care for five children in the early years age range at any one time. The childminder is accredited and receives funding for providing free early years education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance children's learning with a richer variety of play experiences, for example, through making all play spaces in the home available daily, so there is more choice for children's self-guided learning

Inspection judgements

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

Children enjoy both adult and child-led activities helping them to learn and practice skills during their busy day. They use both inside and outside spaces as learning environments. Learning is extended to outings around their community. Child-led activities are varied; children particularly enjoy playing familiar roles within their own lives. They go shopping, share meals and care for babies within their imaginative role-play. The childminder understands the importance of encouraging children to use their imaginations and knows when best to intervene or stand back from play. More formal learning is planned daily. The childminder sits with children while they complete a range of puzzles. She focuses children's thinking by talking to them about shapes and colours. Children count into double numbers. Conversations divert in different directions and children share experiences they have had away from the provision. These help children develop their communication and language skills effectively.

Children are meeting expected levels of development for their age. They show skills in independent learning and make choices within their play. They show they feel emotionally

secure and enjoy the company of the childminder who supports play and learning well. However, sometimes the childminder does not make all the play spaces in her home available to children. This means that sometimes the learning environment is not as rich and varied as possible because some children do not have all resources available to choose from for their self-guided play. Nevertheless, children have access to most of the ground floor and to outside spaces for play. This choice enables them to be active and move freely between these areas.

The childminder has a good understanding of child development. She is able to talk confidently about the children and their capabilities. She understands their different natures well. There are strong engagements with parents. The childminder is friendly and builds long-term relationships with them. As a result, children stay for long periods and younger brothers and sisters take up places. Journals, newsletters and informal chats help the exchange of information with parents. Parents share their hopes and concerns for their children and are fully involved in helping the childminder prepare for children's learning and welfare needs. The childminder is able to measure children's development from a clear starting point, showing progress across the areas of learning. Assessments, including that for children aged between two and three years, provide parents with information on how well their children are doing towards expected targets. It makes suggestions to support children's continuing development which parents follow up at home.

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

The childminder works with parents to ensure children manage the changes between home and the provision. They work on separation and attachment issues, helping children build secure relationships, so they are ready to learn. The childminder helps children build skills in social situations. She shows children how to be kind and polite towards each other by being kind and polite to them. Children respond positively and this helps them as they gain skills in understanding the needs of others, as well as sharing and taking turns. Children behave in a way that suggests that they understand how to play safely. They treat resources with respect and help to tidy these away after play. Children understand boundaries set for them in regard to 'house rules' and respond to the childminder's expectations. They build an understanding of others and their differences. Children come from a range of cultural backgrounds, speak different languages and some children have special educational needs and/or disabilities. The childminder ensures resources support the needs of the range of children she cares for. They also learn about celebrations and festivals from around the world and their own community through activities, which encourage their understanding of diversity.

Children are learning to be independent in all that they do. They increasingly develop self-care skills. These include managing their toileting needs, undressing and dressing without support and regular hand washing routines. Children feed themselves and are learning to use suitable cutlery to cut up food. Parents receive guidance on providing healthy lunches. Home cooked meals at the end of the day use fresh ingredients, to help children's understanding of healthy living.

The childminder makes good use of the garden and other community outside spaces. Walks in the woods or by local streams enhance children's understanding of the wider world. They have a range of climbing equipment and push or ride toys to play with, which help children's physical development. The childminder talks to children about how their heart beat changes when they have been running. Children help in the fruit and vegetable patch, learning about life cycles and how their food grows. The experiences children receive help them to understand how to live healthy lives.

Overall, the learning environment both inside and outside provides children with first hand experiences to support their learning in all areas of development. They grow in confidence. Their independence increases leaving children emotionally prepared for the next stage in learning within either a childcare setting or school.

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

The inspection was brought forward following notification to Ofsted from the provider about a child being injured in her care. This related to safeguarding children requirements. The childminder has since reviewed her procedures and risk assessed how she manages these situations, and practice has changed. Evidence gathered at the inspection finds there are no concerns regarding her current safeguarding and welfare practice and, therefore, children are kept safe. For example, the childminder maintains an up-to-date suitable first aid certificate; she maintains required adult to child ratios; she supervises children and not only deals with accidents and injuries suitably but also records required details.

The childminder has a good understanding of the curriculum. She helps children make progress in their learning through skilful teaching and first hand opportunities to practice skills. Overall, assessments are accurate. She provides parents with precise information about children's development helping them understand and support targets for future learning.

There is an ongoing reflection on the service where the childminder takes account of parents and children's views. The childminder works with her local network coordinator on quality improvement and is regularly visited for assessments. She holds a level 3 in childcare and values ongoing training, actively seeking out learning opportunities for herself. This develops her understanding and skills. She shows aspirations to continue to develop her provision's inclusiveness meeting the changing needs of the families who use her service.

The childminder works closely with the other provisions children attend. They share information with each other about development. This communication helps each of the services to best plan for children's development through the understanding of their interest and needs.

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	116600
Local authority	Buckinghamshire
Inspection number	940463
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	09/06/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

