

Inspection date	23/05/2014
Previous inspection date	29/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 settled with the childminder. They develop warm relationships with the childminder and consequently feel safe and secure.
- Partnerships with parents are good. Children benefit from the two-way flow of information, which promotes a consistent approach to their learning and development.
- The childminder provides good learning experiences to support the needs and interests of individual children. As a result, children make good progress.
- The good working relationship between the childminder and co-childminder shows a commitment to ongoing development to support the needs of children and their families.

It is not yet outstanding because

- The childminder does not fully involve parents in the self-evaluation process to further improve the quality of provision.
- Resources indoors are not always easily accessible to children so that they can combine them in different ways to extend their learning.

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 majority of the inspection time was spent observing the childminder and her co-minder interacting with the children.
- The inspector sampled children's development records and discussed children's progress with the childminder.
- aThe inspector engaged in discussion with the childminder and sampled the childminder's policies and procedures.
- The inspector discussed and sampled the childminder's self-evaluation form.

Inspector

Vanessa Brown

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband, two adult children and two school aged children in Gerrards Cross, Buckinghamshire. She works with a co-childminder and an assistant. Both childminders share equal responsibility for the childminding practice although the childminder takes the lead on arranging childminding contracts and overall management of the premises. The downstairs of the premises are used for minding purposes with a designated playroom. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll who attend on a full and part-time basis.

What the setting needs to do to improve further

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

- strengthen the self-evaluation process to further identify areas for development by engaging parents in this process
- review the accessibility of resources for indoor play so they can be used, moved and combined in a variety of ways.

Inspection judgements

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

Children are happy in the friendly and welcoming setting. The childminder has a good understanding and knowledge of how to implement the requirements of the Early Years Foundation Stage to ensure children make good progress in all areas of learning and development. The childminder provides good quality learning experiences which support children to move on to their next stage of development. The childminder's good quality teaching and range of resources indoors and outdoors ensure that children remain engaged and motivated. However some resources are not easily accessible. Consequently, children have fewer opportunities to combine, transport and use resources in different ways to extend their learning.

The childminder assesses children's developmental starting points through observations and discussion with parents when they start in the setting. Parents also complete an information sheet about their child. This includes details on children's routines and words in their home language where additional languages are spoken. This information enables the childminder to support children to settle in quickly. The childminder records children's progress through observations, and plans activities and experiences that take account of

children's individual needs and interests. This effectively supports them to move on to their next stage of development. Children have a learning journey folder which is shared with parents to record the children's ongoing progress. The childminder understands her responsibility to provide parents with the required progress check for two-year-old children when appropriate.

The childminder plans a good range of challenging activities to support all areas of children's development. For example, children sit with the childminder and are engaged in reading stories which follow their interests and extend their learning. They choose from a wide range of good quality age appropriate books. The childminder supports children's communication and language well. She reads a story and encourages children to count out the numbers of animals and point to the words and pictures. Children copy the words the childminder uses and are gaining confidence in their language skills.

Children engage in regular outdoor play to support their physical development. They visit local parks and go for walks around the local area. They run, climb, balance and pedal on bikes and cars outdoors in the enclosed garden. This helps to develop their large muscle control. Children are supported to develop as independent learners and to think critically. The childminder encourages them to have a go and discover for themselves why they cannot manoeuvre around an obstacle. The childminder's interaction in children's activities and the individual levels of attention that she gives each child in her care ensures they are happy, confident and settled. Children's enjoyment and understanding is extended by the childminder's purposeful comments and questions.

Partnership with parents is good. Parents are very happy with the setting and comment positively about the service the childminder offers. The childminder involves parents in their children's learning. She shares children's observations and assessments regularly with parents, and encourages parents to regularly share information and support learning from home. This enables the childminder to celebrate children's successes and build on their experiences in the setting to ensure that she meets the children's unique needs well.

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

An effective key-person system enables children to form strong emotional attachments to the childminder. The childminder knows her children well. Her interactions, organisation of routines and working with parents support young children to gain a sense of security and belonging. They develop independence in the setting as they are confident that the childminder is always on hand to join in and to provide comfort and support when required. As a result, children enthusiastically engage in activities and make choices about what they want to play with.

The childminder and her co-minder work well together, deploying themselves effectively to meet individual needs and keep children safe. They know their key children well. They are also confident in their knowledge of the needs of all of the children in the setting. Consequently, children develop positive relationships with all adults and children. Children behave well as they are continuously occupied and engaged in their play. The childminder

gives them lots of attention pre-empting challenging behaviour. As a result, children respond well to the positive praise and encouraging manner of the adults who care for them.

Children have good opportunities to learn about healthy lifestyles. Children bring their own food in from home and the childminder works with parents to encourage healthy meals and snacks. The childminder talks to children about healthy foods as they enjoy a snack of banana, orange and blueberries. Children show they are familiar with the routines of the day by going to wash their hands before having snack. Children are sensitively changed by their key person at nappy changing time. This is a calm and relaxed care routine which is managed well. Children move around the childminder's house and outdoors confidently. This is because the childminder gives children plenty of opportunities to support their physical development within the learning environment. Children benefit from daily fresh air and exercise and are able to choose from a range of equipment. They learn to be independent and the childminder encourages children to try and put their own shoes and coat on. This helps to prepare them for their next stage in learning such as pre-school or school.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective policies and procedures in place to support the safety and well-being of the children in her care. The childminder has a good understanding of local safeguarding procedures and what to do if she is concerned about a child in her care. She has written procedures to safeguard children and for the use of mobile phones and cameras. She is also confident in the procedure she would follow if she had concerns regarding the behaviour of her co-childminder or assistant. All of the adults who live in the household and who work in the setting have undergone the required suitability checks. This helps to protect children's welfare while they are in her care. The childminder ensures that her premises are safe, secure and hygienic by completing regular risk assessments to identify potential hazards and minimise risks. She teaches children how to keep themselves safe. For example, children take part in regular fire drills with the childminder so that they are familiar with the evacuation procedure in case of an emergency. The childminder has well-organised, clear and accessible documentation in place. For example, daily records of children's attendance are kept with the hours they are cared for. Parents are made aware of the childminder's written policies and procedures including safeguarding and complaints. All required permissions and contracts are in place for all children.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a good combination of child-initiated and adult-led activities to support children's learning and development. She has attended a course on observation, planning and assessment and completes learning journey books for all of her key children. Information is recorded on children's progress and this is shared with parents so that they work in partnership to support children's needs and learning at

home. The childminder has also identified additional training to further enhance her skills and knowledge.

The childminder works with her co-childminder and assistant to evaluate the service she provides. She takes into account the views of children using observations of their play. References from parents are very positive. However, effective systems are not fully in place to ensure that parents' views are considered regularly to help evaluate the provision.

There has been a sustained and successful improvement to the childminder's care and education of children since the last inspection. The actions led to a thorough review of the documentation and quality of care the children receive. The childminder has accessed training and support to effectively improve her provision. Good procedures are in place to ensure the recording of accidents and administering medication. The childminder and her assistant have attended First Aid Training to ensure that accidents are managed appropriately and the childminder complies with the requirements of the Early Years Foundation Stage when working with an assistant. This helps to promote ongoing improvements to benefit children in her care.

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	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	139017
Local authority	Buckinghamshire
Inspection number	967459
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	16
Number of children on roll	9
Name of provider	
Date of previous inspection	29/11/2013
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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