

Inspection date	15/05/2014
Previous inspection date	26/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy a wide range of learning experiences and, as a result, they are making good progress in all areas of learning while developing a good understanding of the world around them.
- Children form secure attachments with the childminder. She provides a caring and supportive environment for them and the quality of teaching is consistently good.
- Children's health and well-being are appropriately supported as the childminder promotes healthy lifestyles, through nutritious meals and snacks and secure personal hygiene routines.

It is not yet outstanding because

- The information that the childminder gathers from parents prior to their child attending is brief and is not collated with her initial observations of what children know and can do to help parents easily understand the progress children make from their starting points.

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 spoke to the childminder at appropriate times and looked at a selection of childminder's records.
- The inspector observed activities and interactions in the play room.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector sampled the children's assessment records and planning documentation.
- The inspector sampled parents' feedback with regard to the provision.

Inspector

Jane Osburn

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two young children in a house on the outskirts of Aylesbury in Buckinghamshire. It is close to play parks, shops, schools and a Children's Centre. The family has two cats. Most rooms on the ground floor are used for childminding with a bedroom available on the first floor for overnight care and day time naps. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has three children on roll in the early years age range, one of whom is cared for after school.

What the setting needs to do to improve further

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

- increase the information gathered from parents about children's learning and development when they begin attending and collate with ongoing observations so that parents can more readily understand their children's progress from their starting points.

Inspection judgements

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

The childminder has a secure knowledge and understanding of how children learn. She provides interesting activities which challenge children to think and help their learning. The childminder uses past experiences to engage the children in meaningful play and allows the children to use their imagination to create story lines.

The quality of teaching is consistently good. The childminder allows children time to explore and play. She supports their engagement in activities by using effective open-ended questions to stimulate children's thinking and problem solving. For example, when children selected an appropriate vehicle for Action Man to travel to the swimming pool, questions such as 'would it be best to have a small or big car?' helped children to think and make decisions.

The childminder engages with parents prior to children beginning at the setting to gain information regarding their individual needs and particular interests. This enables the childminder to plan and provide for the children from the moment they begin at the setting. The childminder knows the children in her care very well and completes regular assessments of the children's learning and development. She is aware of what the children can do and where support is needed to move the children forward in identified areas of learning.

The childminder has completed progress checks at age two years and has provided a written summary to share with parents to enable them to support children's developing skills at home. Information on children's progress is shared regularly with parents through discussion and written feedback. However, the information parents share about their children's learning and development when they start to attend is not included with the initial observations the childminder undertakes, so that parents can readily identify children's progress from their starting points.

Children's early literacy is supported well with a wide choice of books and accessories which the childminder uses to tell the stories. A variety of materials for children to practise their early writing skills are available at all times and the childminder draws children's attention to the written words which are displayed around the room. Children are supported in the acquisition of communication and language skills. The childminder is skilled in communicating effectively during children's play using language appropriately for the developmental stages of children. Therefore, children are enabled to make effective progress in this area of development.

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

Children are happy and settled as the childminder knows the children very well and has made secure attachments with them. New children settle easily as the childminder works in partnership with parents to provide opportunities to meet before the child begins at the setting and valuable time is taken to get to know them. This means that children can become familiar with the new environment and begin to feel secure. Daily communication supports the sharing of regular information with parents. This allows for continuity of care between home and the childminder's care.

The childminder is a good role model to the children so they learn about good behaviour expectations. She also supports the children appropriately for their age with any care routines they carry out, such as hand washing and nose wiping. The childminder helps children to understand the reasons why the actions are necessary and models how to carry out the task, for example, using the soap safely or putting used tissues in the bin. This allows the children to begin to use their independence during their care routines.

The childminder displays a good knowledge of keeping children safe. She explains safety rules to children so that they can learn to be aware of their own safety. For example, she explains to children the consequences of jumping on a chair by saying, 'you will fall off and bump yourself and it will hurt'. Children learn about healthy living. They are able to make healthy choices from the types of food available and they are involved in the preparation of freshly prepared meals. Children wash their hands before handling any food or sitting down for a meal. Outdoor experiences are part of the daily routine and include visits to the park, woods and grassed areas which are all within close proximity to the childminder's home. The garden offers a space for the children to play and carry out a variety of activities such as growing plants.

Children are well prepared for their next stage of learning and the childminder supports

them in their move to nursery or school. She recognises that there are skills that the children need when they start school, such as putting on their own coats and shoes. Regular trips to pick up children from school help younger children to become familiar with the routine.

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

The childminder has a clear understanding of her legal responsibilities of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a clear understanding of issues that would raise her concern, such as the possible symptoms of children at risk, and demonstrates knowledge of how she would respond to concerns. This helps her to ensure that the children are safe and secure. The childminder carries out risk assessments on the premises and equipment. This helps to ensure that the children are safe at all times. Children are well supervised and are within the childminder's sight or hearing at all times. All adults living in the home have been checked to ensure they are suitable to be in contact with children.

The childminder has some links with the local children's centre and is a committee member of a local toddler group. She regularly attends this group with the children that she cares for, which encourages them to develop their social skills.

There are good systems for the childminder to effectively record any accidents or incidents that occur while the children are being cared for. The childminder shares any information of this nature with parents on a daily basis so they are aware of any incidents that may have an impact on their child's welfare. Parents have given positive feedback about the effectiveness of the care that their children receive from the childminder. They comment that the children settle well and are happy to attend. This means that the childminder is reflecting on her provision and welcomes feedback to support her self-evaluation. The childminder also responds to the children's interests by resourcing the playroom according to the children's ideas. The monitoring of the provision results in children benefitting from continuous improvements being made.

The childminder values partnership working and the positive impact that this can have on children's welfare and learning.

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	EY439078
Local authority	Buckinghamshire
Inspection number	811630
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	26/07/2012
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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