

Inspection date	20/08/2014
Previous inspection date	08/09/2010

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

- The childminder is a reflective practitioner. She strives to maintain and improve her practice by considering and making changes for improvement.
- The childminder helps all children to make good progress in their learning. She makes precise assessments and planning effectively to support their next stages of learning.
- Children have close attachments with the childminder. This helps them to feel safe and secure in her care.
- The childminder helps children to develop a positive attitude to healthy eating and they enjoy outdoor activities, which support a healthy lifestyle.
- The childminder has good partnerships with parents. This means they can work together to make children's learning progressive.

It is not yet outstanding because

- The childminder does not always give children sufficient time during conversations and play, so they can think and respond for themselves. Consequently, they do not always absorb the learning or have time to explore how things work

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 checked evidence of suitability and documents that support the childminder's service.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed activities in the indoor and outside learning environment.
- The inspector held discussions with the childminder and her assistant.
- The inspector took into account the views of parents spoken to on the day

Inspector

Ruth George

Full report

Information about the setting

The childminder registered in 2010. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and four children, in Hazlemere, Buckinghamshire. There are currently nine children on roll; of these, five children are in the early years age range and four children attend before and after school.

The whole of the ground floor of the childminder's home is used for childminding with sleeping facilities available on the first floor. There is a garden for outside play. The family have guinea pigs and some goldfish as pets. The childminder works with an assistant. The childminder holds a Level 3 Diploma in Home-based Childcare.

What the setting needs to do to improve further

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

- give children more time to think and respond for themselves, in order that they can absorb learning and find out more by exploring how things work.

Inspection judgements

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

The quality of teaching is good. The childminder plans a good range of activities to enhance children's learning. The activities build on children's interests and skills and support the children to make good progress in their learning. The childminder makes regular and precise assessments and keeps detailed development records of the children's progress. The childminder uses these assessments to effectively plan for children's next stages of learning. She is aware that she must complete a two-year-old progress check for any children between the age of two and three years. She does not currently care for children in this age group. The childminder shares the children's development records with parents each month, with ideas to support their children's learning at home. Parents contribute to children's learning records by sharing information about their concerns, their children's achievements and interests at home.

Children enjoy listening to stories with the childminder. They choose from a good range of stories, fiction books and books that reflect the diverse world we live in. In addition, the children enjoy visits to the local library where they select books to borrow. The childminder listens and responds to the younger children as they talk and use body language to communicate their needs. She responds to their cues and uses language to describe their actions. Children are hearing and learning a varied vocabulary. However, the childminder does not always allow children enough time to explore and complete

actions by themselves or allow them time to think and respond. Consequently, they do not always fully absorb their learning and find out more by exploring how things work. Children enthusiastically join in singing and moving to music. They are learning to listen and join in with the actions to songs.

The childminder provides a good range of activities to help children develop their physical skills. During an activity, the children enjoy filling a tube with small pieces of play dough and inserting a plunger to force it back out again. In the garden, children discover a bowl of water and paintbrushes. They hold the different size brushes and make marks with different strokes. They learn to use crayons and chalks effectively to make marks and draw pictures. These skills underpin early writing skills. The childminder presents challenges to children during play that help them learn to count and to understand early mathematical language and concepts. For example, children enjoy filling and emptying buckets in the sand tray, which helps them to learn about capacity and volume. Teaching helps children to notice features in the environment and to learn to care for living things, such as feeding the goldfish and guinea pigs. Children are learning and practising good skills in preparation for their move to nursery and school.

There is a range of technological resources for children to develop their skills that also support other areas of learning. They are learning the skills to make toys work by pressing parts to achieve effects, such as sound. Older children enjoy using game consoles partaking in games together after school. The childminder provides a good range of activities for the older children to complement their time at school or nursery. She has good relationships with the nursery and school staff and they share a two-way flow of information daily, on drop off and collection. Children enjoy visits to the park after a day at school and enjoy building and constructing with modelling bricks. These activities support children's physical development and to create designs using different techniques to shape, assemble and join the materials they are using. The childminder provides formal activities to encourage and complement school learning in mathematics and literacy. She listens to the children read, encourages, and helps children to complete their homework.

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

The childminder provides a nurturing environment that encourages children's independence in their play and self-care. They move happily within the environment, choosing activities they wish to play with. The childminder plans effectively for new children to ensure they have visits prior to starting. This allows them time to settle and get to know the childminder and her assistant. These visits allow the childminder to learn quickly how to recognise and respond to individual children's needs. She observes the children during these first visits and chats with parents to find out what their children like to do and anything they dislike. The childminder uses this information to carefully plan for their sessions when they attend for the first time without their parents. These good practices help children to form secure attachments with the childminder and her assistant; and contribute to how safe and secure they feel in the childminder's home.

As children grow older, the childminder helps them to prepare for their move to nursery and school. She plans activities that help children learn to manage their self-care and to dress independently. In addition, she supports their learning for early literacy and mathematics. Children regularly visit their future educational settings when the childminder takes other children to and from their school or nursery. For example, the childminder encourages a child to take off his coat independently. She teaches the child how to pull down the zip and to 'wriggle' their arms out'. The childminder encourages children to manage their personal care. Teaching helps children learn to wash and dry their hands before meals to help prevent the spread of infection. The childminder is fully aware of the children's dietary needs and prepares healthy nutritious snacks to meet children's requirements. She gives children gentle reminders and helps teach them to feed themselves using cutlery.

The childminder effectively plans for the children to take part in outdoor activities daily. They go out for regular walks in the local community, for example to the library, park and to visit toddler groups. The children enjoy being outside in the garden, which the childminder organises for children to practise their physical skills and to explore and make discoveries. Children are learning to negotiate space successfully when they move around the garden. They move with confidence in a range of ways, such as, sliding, climbing and balancing. The childminder helps children to learn new skills, such as how to balance on and move the balance bicycle forward. Teaching helps children to gain a positive attitude to being outside and supports a healthy lifestyle.

The childminder and her assistant focus on positive behaviour strategies. They use distraction techniques and sensitive explanations to help support the youngest children's early understanding. The childminder effectively fosters children's self-esteem and confidence. She celebrates their efforts and achievements in a meaningful way. For example, following an activity, a child says 'tidy up' and helps to put the resources back in the bag they belong in. The childminder congratulates and praises the child's help and success in looking after the toys. The childminder teaches children about how to keep themselves safe both indoors and outside. For example, she reminds children why they must wear a sun hat and sunscreen and how to climb the slide safely holding onto the handrails. The childminder practises fire evacuation procedures with the children monthly. On one occasion, they completed the evacuation with the local fire brigade who put their sirens on, much to the children's delight. This helps children to learn and understand about safe evacuation. The childminder provides a nurturing environment that encourages children's independence in their play and self-care. They move happily within the environment, choosing activities they wish to play with. The childminder plans effectively for new children to ensure they have visits prior to starting. This allows them time to settle and get to know the childminder and her assistant. These visits allow the childminder to learn quickly how to recognise and respond to individual children's needs. She observes the children during these first visits and chats with parents to find out what their children like to do and anything they dislike. The childminder uses this information to carefully plan for their sessions when they attend for the first time without their parents. These good practices help children to form secure attachments with the childminder and her assistant; and contribute to how safe and secure they feel in the childminder's home.

As children grow older, the childminder helps them to prepare for their move to nursery

and school. She plans activities that help children learn to manage their self-care and to dress independently. In addition, she supports their learning for early literacy and mathematics. Children regularly visit their future educational settings when the childminder takes other children to and from their school or nursery. For example, the childminder encourages a child to take off his coat independently. She teaches the child how to pull down the zip and to 'wriggle' their arms out'. The childminder encourages children to manage their personal care. Teaching helps children learn to wash and dry their hands before meals to help prevent the spread of infection. The childminder is fully aware of the children's dietary needs and prepares healthy nutritious snacks to meet children's requirements. She gives children gentle reminders and helps teach them to feed themselves using cutlery.

The childminder effectively plans for the children to take part in outdoor activities daily. They go out for regular walks in the local community, for example to the library, park and to visit toddler groups. The children enjoy being outside in the garden, which the childminder organises for children to practise their physical skills and to explore and make discoveries. Children are learning to negotiate space successfully when they move around the garden. They move with confidence in a range of ways, such as, sliding, climbing and balancing. The childminder helps children to learn new skills, such as how to balance on and move the balance bicycle forward. Teaching helps children to gain a positive attitude to being outside and supports a healthy lifestyle.

The childminder and her assistant focus on positive behaviour strategies. They use distraction techniques and sensitive explanations to help support the youngest children's early understanding. The childminder effectively fosters children's self-esteem and confidence. She celebrates their efforts and achievements in a meaningful way. For example, following an activity, a child says 'tidy up' and helps to put the resources back in the bag they belong in. The childminder congratulates and praises the child's help and success in looking after the toys. The childminder teaches children about how to keep themselves safe both indoors and outside. For example, she reminds children why they must wear a sun hat and sunscreen and how to climb the slide safely holding onto the handrails. The childminder practises fire evacuation procedures with the children monthly. On one occasion, they completed the evacuation with the local fire brigade who put their sirens on, much to the children's delight. This helps children to learn and understand about safe evacuation.

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

The childminder is a reflective practitioner who keeps the quality of teaching practice and delivery of the educational programmes under review. She has met all the recommendations set at her last inspection driving improvements. She keeps a reflective journal and uses her notes to make changes to support the children's ongoing development and well-being. For example, she has made changes to the way she shares the children's learning with parents. One parent expresses, 'we love the monthly updates of our child's progress and ideas to help them progress at home'. This evaluative process

drives improvements and has a positive impact on the children's learning and development.

The childminder has attended a range of training that underpins her good teaching practice. The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has robust policies and procedures in place to support her practice. The childminder encourages her assistant to attend training for her professional development. For example, they both hold an appropriate first aid qualification and understand how to manage minor accidents and injuries to children efficiently. The childminder's knowledge of the safeguarding and welfare requirements means she is confident in the procedures to follow to keep children safe. She knows what to do and who to report to in the event of a child protection concern. The childminder provides effective supervision for children's safety at all times. The premises are safe and secure, and she completes risk assessments, as well as ongoing visual checks. Therefore, she is vigilant around the children and promotes their safety well.

The childminder has good partnership with parents. Parents comment that the childminder, 'has been really good helping their child's development over time' and 'I'm very happy with the care the childminder provides and would recommend her to others because she is so good'. The childminder monitors children's progress well and ensures children receive additional help where needed to ensure any gaps in their learning are closing. She has a good understanding of how to support children with special educational needs and where to go to for advice and support. The childminder works in partnership with other providers to enable her to complement the children's time spent in nursery or school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY405544
Local authority	Buckinghamshire
Inspection number	844953
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	08/09/2010
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

