

Inspection date	09/10/2014
Previous inspection date	18/08/2009

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

- The childminder has a good knowledge and understanding of the learning and development requirements in order to teach children the skills they require for their future education.
- The childminder demonstrates a good knowledge and understanding of the safeguarding and welfare requirements. She is fully aware of local safeguarding procedures in order to protect children in her care.
- The childminder establishes trusting relationships with parents and others in order to meet the children's individual needs.
- The childminder has systems in place to monitor and evaluate the effectiveness of her good childminding practice. These demonstrate her capacity to continually improve.

It is not yet outstanding because

- While children enjoy outdoor play experiences, they have fewer opportunities to use their imagination and develop their own ideas.

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 garden, lounge and conservatory.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's self-evaluation form, a selection of policies, parent consent forms, children's records and the childminder's observations of children's activities.
- The inspector met with a parent and took account of the written views of other parents.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2000. She lives with her partner and child in Winslow, Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The family has a cat. The childminder is willing to walk and drive 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 7.45am to 6pm, Monday to Friday, except for family holidays agreed in advance. She is currently minding five children in the early years age range and they attend on different days. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- Strengthen outdoor play opportunities to further extend children's own ideas and creations.

Inspection judgements

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

The childminder plans activities according to the children's interests and they make their own choices about what they want to play with. The childminder sets up the children's environment to encourage them to become independent learners. For example, they help themselves to toys and resources from low-level storage boxes and shelves. Each child has an observation file, which contains a record of the children's progress and clearly identifies their next steps for learning. The childminder uses photographs of children during their play and their art work to support her evidence of their developmental progress, and she shares this with parents. The childminder uses good teaching techniques, such as open questioning and by demonstrating tasks. Therefore, children make good progress towards the early learning goals.

The childminder helps children to develop their good communication and language by modelling language, listening and responding to what the children say. For example, when the children used the wrong tense in their sentence construction, she repeated this back to them in the correct way. She also helps children to develop their language and literacy skills through singing nursery rhymes and telling stories. Children enjoy looking at books and they see words and letters in their play environment, which helps them to learn that the written word carries meaning. They have good opportunities to practise early writing, for example, as they make marks with markers on the white board, and use brushes with water. The childminder also encourages children to hold pencils correctly and to make

marks, when they are ready.

During the inspection, the children spent time playing and having fun in the garden. They were engaged in water and sand play as they filled and emptied containers. The childminder picked up on learning opportunities as they arose; for example, as children found creepy crawlies in the sand, she encouraged discussions about the number of legs they have and children placed them carefully around the garden. She made suggestions and introduced spoons and pots and pans for children to bang and to explore the noise they made. The childminder encouraged the children to count and to name shapes and colours. She supported the children's problem-solving skills; for example, as they discussed the use of heavier balls to knock the cones over in the wind, and explored the different sizes of the Russian Dolls. Children use their imagination as they participate in role play, music, and art and craft activities. However, children do not have access to portable equipment to create their own structures, such as crates, boxes and planks. Therefore, the childminder does not take all opportunities to develop children's imaginary play outdoors. Children enjoy exploring different textures, for example, as they play with sand, water, pasta and dough.

The childminder plans various activities to develop children's understanding of diversity as they join in festival celebrations and play with a range of multicultural toys and resources. Children find out how things work as they explore the programmable toys, press buttons, turn knobs and pull levers. They learn to care for living things as they stroke the goats and feed the chickens at the farm. Children thoroughly enjoy a wide variety of outings, for example, to the library, farm, music groups, early years settings and historical sites. This broadens their experiences as they participate in a wider range of activities and socialise with others. Children are busy and curious, and they clearly have fun learning through play. During all activities, the childminder encouraged children's all-round development. She prepares the children well so they are ready for the next stage of their education.

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

The kind and caring childminder establishes close relationships with the children. Each child has an individual settling-in routine to help them separate happily. The childminder encourages the use of comforters from home to build on children's sense of security. The children behave well because the childminder has high expectations of their behaviour and she reminds them of their manners during the routine of the day. The children develop confidence and self-esteem because the childminder praises and encourages the smallest of achievements.

The childminder discusses young children's individual routines for rest and meal times with parents and follows these during the day. She finds out about the children's dietary requirements and is happy to provide healthy snacks and meals. Children eat comfortably together at the dining table, which creates a sociable occasion. The childminder encourages children to develop independence skills as they feed themselves, pour their drinks and put on their coats. This helps to prepare them for moving on to school. Her home is very clean and she teaches children good hygiene routines such as hand washing.

In addition, children use paper towels and to help prevent the spread of infection. The childminder administers prescribed medication with parent consent and she keeps an accurate record of this along with her accident records.

Children enjoy fresh air and exercise and develop their physical skills as they play in the childminder's garden and go on outings. The childminder supervises children at all times and she allows them to take calculated risks; for example, as they have fun climbing small trees. Children also practise the emergency evacuation procedures, so they know what to do in the event of a fire, and the childminder teaches them to cross the road safely. She provides nursery furniture and equipment, which is suitable for the children's age and stage of development. For example, children use a stool to reach the sink independently. As a result, the childminder promotes children's well-being successfully.

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 good knowledge of safeguarding and she is very clear about the procedures to follow if she has concerns. The childminder implements and maintains her paperwork to a good standard. She carries out effective risk assessments of the environments in which children come in to contact with to enable children to play safely. The childminder has suitable record keeping systems to log accidents and the administration of medication. She holds a first-aid qualification, which gives her the knowledge to manage accidents appropriately. As a result, the childminder safeguards children.

The childminder is keen and enthusiastic. She has good systems in place to monitor the effectiveness of her provision through self-evaluation, parent feedback and through talking to the children. She has a good capacity for continuous improvement, because she has high expectations of herself and the children. The childminder keeps up to date with necessary changes and she attends many training courses to further her knowledge and skills for caring for children.

The childminder is aware of her responsibility to deliver the learning and development requirements. She uses ongoing assessment effectively to monitor children's progress. The information gathered helps her to identify what she needs to do to help the children to achieve their next goal. The childminder completes the progress check for children who are between the ages of two and three years old and she supplies a written summary of the child's development for parents. Her assessment procedures help her to identify and narrow gaps in the children's learning. The childminder also works closely with other early years settings the children attend in order to further complement their learning in her care.

The childminder establishes good partnerships with parents to keep them fully informed about their child's individual needs. Effective systems are in place for communicating with parents. For example, children have a daily diary in which the childminder reports on their

routine and activities and parents share information from home. Parents' comments at the inspection indicate that they are very happy with the service their children receive. They speak highly of the childminder for providing fun learning activities and feel reassured she wants the very best for their children.

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	131191
Local authority	Buckinghamshire
Inspection number	840831
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18/08/2009
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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