

Inspection date	25/11/2014
Previous inspection date	23/06/2009

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 plans a good range of activities to help children to make good progress in their learning and development.
- The childminder provides a safe and secure environment in which the children flourish. She has a good understanding of her role and responsibilities in safeguarding children and minimises any potential risks to their safety.
- The childminder places a strong emphasis on developing positive partnerships with parents, which means that children's individual needs are met.
- The childminder drives improvement successfully by monitoring the effectiveness of her provision for children and their families.

It is not yet outstanding because

- The childminder misses some opportunities to develop children's understanding of the world, for example, through providing pictures, photographs and stories about themselves or their families and other people.
- The childminder misses some opportunities to further extend younger children's understanding of numbers.

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 dining/ play room.
- 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 observations of children's activities.
- The inspector took account of the written views of parents.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and two children in Princes Risborough, Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder walks and drives 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 7.15am to 6pm, Monday to Thursday, except for family holidays agreed in advance. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age range.

What the setting needs to do to improve further

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

- support younger children's understanding of the world further by, for example, making family books with photographs of family members, significant people in the children's life and familiar everyday objects
- provide a wider range of resources to support the younger children's understanding of numbers.

Inspection judgements

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

The childminder has a good understanding of how children learn. She plans activities from the children's interests and they are age and stage appropriate. The childminder observes children and she uses relevant guidance to help her assess children's progress and to identify their next steps for learning. The childminder records information in each child's observation file along with photographs and children's art work. In addition, the childminder involves parents in their children's learning through discussions and daily diaries. She identifies any gaps in the children's learning to enable early intervention and extra support as necessary. This means that all children make good progress from their individual starting points.

Children are happy and confident as they play independently and alongside the childminder. She uses effective teaching techniques and skilfully joins in as children construct the train track by making suggestions that they find straight and curved pieces of track. To extend children's early understanding of mathematics, she introduces mathematical language, such as big and small. She listens attentively to children and helps them to broaden their vocabulary by offering new words. She supports children to develop

good communication and language, and literacy skills by asking questions and giving them time to think and respond. She uses running commentary well during activities. Children enjoy stories, and singing songs and rhymes. They learn to handle books with care and to turn the pages correctly. The childminder helps children to develop independence skills by setting out the good range of toys and resources, so they are easily accessible. The children increase their physical development as they explore textures such as shaving foam, paint and dough, and use tools such as rolling pins and dough cutters. The childminder teaches children to hold pencils correctly to enable them to make marks on paper. In the garden, children develop large-muscle skills as they learn to balance, climb, and slide confidently on apparatus.

In the main, the childminder provides good opportunities for children to learn about the world around them. Children plant and water vegetables, and feed and observe the birds in the garden. A selection of toys and resources support the children's understanding of diversity. However, the childminder does not extend younger children's awareness of themselves and other familiar people and places in their lives by, for example, making use of photographs to look at and talk about. The childminder encourages the children to use their imagination and to learn about technology as they play shops and talk into the microphone, press the buttons on the cash till and calculator. They also use their imagination as they manoeuvre trains along the track through the tunnel, and trucks around the floor. They recognise numbers, colours and shapes in their environment such as on the trains and trucks. However, the childminder misses some opportunities to extend the younger children's understanding of numbers by making use of, for example, props when singing number songs and rhymes. Children are busy and they make decisions about what they want to play with, which helps them to become active learners. The childminder uses positive teaching techniques to help prepare children well for the next stage in their learning.

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

The childminder's calm and sensitive approach with children means that they develop close attachments with her. They are safe and secure as they play in the childminder's home. Children learn to share and take turns during their play and the childminder offers praise and encouragement in all that they do. The childminder has ample furniture to meet the needs of the children attending such as a high chair, travel cot, potty, car seats and buggy.

The childminder caters for children's individual dietary requirements. She promotes healthy eating by providing nutritious snacks and lunches such as fresh fruit and home-made bread sandwiches. Children learn good hygiene practices as they wash their hands before eating. They use individual hand towels and the childminder follows hygienic nappy changing routines to minimise cross infection. The childminder had good procedures in place for managing accidents and administering medication, which she accurately records. She has completed first-aid training to give her the knowledge to manage accidents appropriately.

Children enjoy fresh air and exercise to support their physical well-being. They learn about hazards in their environment and how to manage them safely and effectively. For example, as they ride bikes and scooters home from school, they wear their safety helmet and learn about road safety. Children also practise the emergency evacuation procedure so they know what to do in the event of a fire. Therefore, the childminder promotes the well-being of the children effectively.

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

The childminder's paperwork is well-organised and she maintains all required records accurately. She implements well-considered policies and procedures to underpin her good childminding service. The childminder updates her knowledge of safeguarding to protect the children in her care. She knows the signs to look out for and the correct procedures to follow if she has concerns about a child's well-being. The childminder carries out a risk assessment of her home and other environments used by the children to help her to identify and minimise any safety risks. For example, she locks cleaning products away and installs fire detection and fire-fighting apparatus. This contributes to the safe and efficient management of the childminding service and keeps children safe and secure. The childminder reflects on her service to make continuous improvement. Parents and children have opportunities to be involved in her self-evaluation process through questionnaires and discussions. This demonstrates that the childminder values their views and opinions. She attends training courses to keep up to date with childminding issues and she maintains continuous improvement to benefit the children in her care.

The childminder has a good understanding of her responsibility to implement the learning and development requirements, which she does effectively. The childminder is fully aware of her responsibility to complete the progress check for two-year-old children when necessary. The childminder has experience of caring for children with special educational needs. She describes liaising with other professionals involved in the children's lives to effectively support them in her childminding setting.

Partnerships with parents are good. The childminder finds out all she can from parents to help the children to settle securely in her care and to meet their individual needs. The childminder completes the necessary paperwork such as registration forms, contracts and consents. Parents comment that they are very happy with the 'home-from-home' childminding provision, their children are very happy and they are impressed by the range of toys and activities provided both indoors and outside. Children are very happy and relaxed as they learn through play at the kind childminder's home.

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	EY366177
Local authority	Buckinghamshire
Inspection number	828984
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	23/06/2009
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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