

Inspection date	28/11/2014
Previous inspection date	11/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder is highly reflective with a strong drive to continually improve her provision. A rigorous programme of professional development ensures the childminder provides the highest standards of care and learning for children.
- The childminder observes children in their play and accurately assesses their levels of achievement. This enables the childminder to plan for each individual child and to shape their learning experiences across the seven areas of learning.
- The childminder knows the children well. She knows how young children learn and ensures that children are continually and effectively challenged to reach the next stage in their development. Children learn and make excellent progress through play in a safe and stimulating environment where experiences are rich, varied and imaginative.
- Children's social and emotional needs are extremely well met by the childminder. Relationships are strong, fostering a sense of belonging and ensuring that children are confident and happy learners.
- Children's communication, language and literacy skills are extremely well promoted by the childminder. Young children make excellent progress in these areas because the childminder provides a language and literacy rich environment for them.

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 the childminder interacting with the children.
- The inspector gained the views of the parents.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled records and documentation.

Inspector

Sally Hughes

Full report

Information about the setting

The childminder registered in 2003. She lives with her adult child and two teenage children close to the town of Buckingham, Buckinghamshire. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register, and on the voluntary and compulsory parts of the Childcare Register. The childminder operates Monday to Friday before and after school between 7am and 6pm. She cares for children all year round except for bank holidays. The childminder offers care before and after school, and during the school holidays. The whole of the ground floor flat is available for childminding, with a bedroom for daytime rest for younger children. She is currently caring for 11 children, of whom six are in the early years age range. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- provide more opportunities for children to listen to music to enhance and enrich their creative experiences further.

Inspection judgements

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

The childminder has an excellent understanding of the Early Years Foundation Stage. Children are highly supported and make rapid progress because the childminder's knowledge of how each child develops and learns is strong. The childminder encourages and challenges young children to improve their physical skills by providing a wealth of outdoor learning opportunities. For example, children use small and large slides, push-along toys, sit-on toys, bicycles, toys cars, a mud kitchen, a home corner and a digging area. The childminder is supportive in helping young children to develop a positive self-esteem by praising them when they try hard or when they achieve new skills. The childminder rigorously and accurately monitors children's progress in their developmental progress files, and includes in these her planning of their next steps for learning. She completes written progress checks for two-year-old children which she shares with the parents. During each child's settling-in period, the childminder obtains information from parents about what their child knows and can do, and she uses this information highly effectively to inform initial planning. The childminder's planning for learning is tailored to individual children's needs. Children enjoy a wide variety of activities in a stimulating play environment. Young children enjoy highly creative experiences and cooperative play. For example, they show their motivation and enthusiasm within a group music session as they explore and play a variety of instruments. Children enjoy these sessions and listening to

music may further enhance and enrich their creative experiences. Children have opportunities for developing their information and technology skills when they press different buttons on an electronic keyboard to change the rhythms and sounds.

The childminder currently cares for very young children and their personal, social and emotional skills are promoted extremely well. The childminder is kind, caring and reassuring and, as a result, children are happy, settled and secure. Children are able to share their feelings by using facial expressions, gestures and begin to use some recognisable and rapidly developing language. The childminder promotes communication and language development highly effectively by speaking clearly to the children so that they hear words, and can repeat them. For example, when a young child was enjoying singing the five little ducks rhyme, enhanced through the use of a glove puppet, the childminder repeated, 'duck' and, 'five little ducks'. The child was able to hear, understand and repeat the new language, enhancing their communication and language skills. The childminder sings nursery rhymes and action songs with the children to encourage their communication and language development. The childminder provides young children with a wide range of books, which help to promote their early literacy skills. The childminder takes the children to visit the local library regularly, to stimulate their interest in books further. As children progress the childminder skilfully introduces letters and sounds to promote their language development.

In the garden, there is a wide range of enticing equipment to encourage children to be active and healthy as they play and learn. During a recent road safety topic the children used traffic lights and road safety signs to learn about staying safe on roads as they played on bicycles and cars in the garden. The children go for walks in the local area regularly and enjoy blackberry picking, collecting sticks, conkers and leaves, and jumping in muddy puddles. The childminder provides exciting adult-led activities, including baking cakes for a national charity fundraising day, and planting seeds to create a herb garden. These highly motivating activities engage all the children successfully. Children show great enthusiasm and confidence in their play and learning. These extremely positive attitudes towards learning prepare children well for their next stages in learning and their eventual move on to school.

Overall, the childminder is conscientious and thorough in the attention she gives to the children. She is extremely skilled in engaging children in well-planned activities and highly imaginative in her use of unplanned opportunities in everyday situations to promote children's learning.

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

The childminder provides exceptional support for children's emotional well-being. She greets children affectionately, and they confidently wave goodbye to their parents and confidently come to her. Children are happy, settled and secure. The relationship between the childminder and the children is extremely strong. Their personal, social and emotional development is met extremely well by the childminder because she has an in-depth knowledge of their individual needs and routines. The childminder uses highly effective

and positive behaviour management strategies for managing young children's behaviour. Children learn the skills of sharing and taking turns through a variety of play situations. Children's independence is promoted because the childminder ensures that resources are very easily accessible to them. This arrangement helps the children to lead their own play and become independent as learners. The childminder has high expectations for the children's personal independence and self-care skills. For example, they learn to tidy away toys before they get others out, and work together as they help to prepare the table for lunch. Taking on such responsibilities also prepares children for the next stage in their early education.

Admission information from parents is extremely thorough with regard to each individual's care needs. Strong communication continues on a daily basis between the childminder and parents and, as a result, each child's needs are extremely well met. The childminder records extremely accurate care and learning observations of progress in children's individual files. Parents have access to their children's developmental records, as well as having daily communication with the childminder. They observe their children's daily experiences which the childminder displays on a digital photograph frame.

Children's good health is extremely well promoted because the childminder encourages them to be physically active each day. They regularly go for walks in the fresh air to the local school, the park, the library or to the woods. Parents provide healthy food and the childminder addresses food hygiene requirements to a consistently high standard, in order to protect children's good health. The childminder and children sing, 'This is the way we wash our hands' each time the children wash their hands so that they learn the importance of hygiene in a fun and positive way. Older children are able to explain why it is important to wash hands before eating food. The childminder ensures that the children's welfare is addressed consistently and positively by providing an environment that is healthy, safe and welcoming.

Behaviour of the children is excellent. Consequently, the environment is a calm and positive place for the children to play and learn, and they get the most from the rich experiences and the exciting activities the childminder provides.

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

Leadership and management is highly effective because the childminder is secure in her knowledge and implementation of the requirements of the Early Years Foundation Stage. She is fully aware of her responsibilities with regard to safeguarding children. For example, all necessary suitability checks have been completed for family members and she is aware of what to do if she has a concern about a child's welfare. Therefore, children are appropriately safeguarded.

The childminder plans and monitors the educational programmes highly effectively and, as a result, the children make excellent progress across all areas of learning. The childminder attends a wide range of local training in order to improve her knowledge of how young

children learn best. Rigorous self-assessment leads to further improvements, and in order to help review and improve her practice the childminder welcomes suggestions from parents. The childminder is highly motivated in her drive to improve her provision. She has successfully implemented the recommendations from the last inspection. A wide range of exciting and creative resources meet children's different learning needs, and are maintained in excellent condition. The childminder maintains necessary documentation in exemplary order.

The childminder's partnership with parents is excellent. Initial information on each child, provided by parents, is thorough. Information provided for parents in a daily communication book, and in observation and assessment folders, is also thorough. Strong communication between the childminder and parents means that children's care and learning needs are extremely well met. Policies and procedures support the safe and efficient management of the provision, and parents are made fully aware of them. The provider liaises with parents sensitively and supportively. Together they agree how to manage situations affecting the children, such as sleep patterns and language development. Parents share their positive views on the childminder's highly effective practice. Parents value the nurturing and welcoming family atmosphere of the childminder.

Overall, the childminder provides a highly stimulating and motivational environment in which children are nurtured and cared for and, as a result, they make excellent progress in their development 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. 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	EY264659
Local authority	Buckinghamshire
Inspection number	833246
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	11/06/2009
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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