

Inspection date	01/07/2014
Previous inspection date	07/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 provides a caring and inviting environment for children. There is a good variety of easily accessible toys and resources for the children to use.
- Children progress and develop well because the childminder clearly understands how they learn. Her positive interactions with children extends their individual learning.
- Children form warm and close bonds with the childminder, which helps them feel safe and secure in her care.
- The childminder has good relationships with parents, sharing information well and helping them feel reassured that their children enjoy being in her care.

It is not yet outstanding because

- The outdoor environment does not fully support children's all round development to extend opportunities to learn outside.
- The childminder does not fully promote all aspects of children's learning about their own and each other's home languages, cultures and customs.

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 had a tour of the areas of the childminder's home used by children.
- The inspector observed children and the childminder.
- The inspector examined documents, some policies and children's folders.
- The inspector read comments from parents.
- The inspector discussed the childminder's self-evaluation.

Inspector

Alison Southard

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and three children in Buckinghamshire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All the ground floor of the house and a first floor bedroom are available for childminding. There is a garden for outside play. Some steps lead to the childminder's front door.

The childminder takes children to and from school. The childminder is currently caring for seven children; of these, four are in the early years age group. The childminder has a relevant level 3 qualification. The childminder works with an assistant.

What the setting needs to do to improve further

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

- provide further opportunities for children to learn about their own and each other's home languages, cultures and customs.
- consider how the outdoor environment can be enhanced to support children's all round development and strengthen their already positive experiences

Inspection judgements

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

The childminder focuses on building secure relationships with children, responding to their individual needs and routines. The childminder plans and provides a good range of play experiences and activities. She shares affectionate and caring interaction with children. As a result, children are making good progress in their learning and development, given their starting points. The childminder teaches children a range of skills through a good range of activities and experiences, which help them in the next stage of their learning. For example, they are beginning to socialise with other people outside their family, such as the childminder's assistant and during visits to children's centres to complement the home based play.

Since the last inspection, the childminder has greatly improved the quality of information she shares with parents. She shares information with parents about children's achievements against the early learning goals. She chats with parents on a daily basis and shares observations by electronic correspondence and regular written summaries. This means children receive good continuity in their learning and development. Feedback from parents demonstrates that they are happy with the care provided and the level of

communication they are receiving about their children.

The childminder provides for children's physical development extremely well. Children have opportunities to explore the outside environment. They drive cars, bounce on the large trampoline and roll around in play tunnels. They use rolling pins to explore play dough and cutters to make cakes and shapes, which provides children with opportunities to develop their physical skills. The childminder provides a stimulating and well-resourced environment, however the outside area does not fully support children's all round development. For example, there are no numbers or letters to strengthen children's development in mathematics and literacy.

The childminder supports children's communication skills effectively. Age-appropriate interactions and careful questioning during activities and play extends children's vocabulary very well. For example, the childminder asks the children about the different colours of the flowers they are looking at. This encourages children to think for themselves whilst helping them to develop their colour recognition skills. With the very young children and those who are learning English, the childminder uses a few words from children's home language and models language effectively. This helps children to learn new words. However, she does not offer children many experiences to explore their own and each other's home languages, cultures and customs.

The childminder uses children's interests to help them to learn about the world around them. For example, she engages children in conversation when they look at animal pictures in books and provides children with animal stickers to create pictures. Children enjoy a variety of age appropriate books, which they look at independently and with the childminder. The childminder skilfully asks children questions to help them to understand the story and think for themselves. The childminder promotes early counting skills during play. Children count the leaves that have fallen on the trampoline, as they bounce.

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

Children are happy and settle to play with support from the childminder. Parents comment on how well their children have settled due to the information sharing the childminder and parents engage in. The childminder gathers plenty of information from parents to help her meet their children's needs effectively. For example, children's routines, likes and dislikes. Children make choices in their play from the variety of resources the childminder provides. As a result, children are becoming independent learners. The childminder encourages children to gain independence skills. For example, wiping their own faces and spills after meal times and persevering with putting on their shoes. They practise routine hygiene procedures and learn the importance of hand washing. This all helps children to gain self-care skills in readiness for the next stages in their learning.

Children play in a safe environment. The childminder teaches the children to manage risk and keep themselves safe. For example, they safely negotiate the steps in the garden under the watchful eye of the childminder. Children practise regular fire drills, so that they are able to evacuate the premises quickly in an emergency. The childminder encourages

children to develop healthy lifestyles with a good focus on outdoor activities and play. These include playing in the garden and regular trips to the children's centre or local park to feed the ducks.

Children are developing a good understanding of playing safely because the childminder guides them with gentle reminders, when required. The childminder manages children's behaviour well by providing the youngest children with encouragement and support when needed. Children readily share and take turns. The childminder skilfully joins in to enhance children's activities through play and conversation. For example, she jumps on the large trampoline holding a child's hand to help them develop confidence to do this independently. Children respond well to her positive interaction, praise and encouragement. This helps children to develop strong levels of self-esteem and confidence.

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

The childminder has a good understanding of her safeguarding responsibilities. Children in her care feel safe and grow in confidence. A range of written policies and procedures, including a safeguarding and behaviour management policy successfully support the childminder's work. Risk assessments are rigorous and regular checks mean children can move safely and freely in the environment. The premises are secure and the childminder supervises children at all times to keep them safe.

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage and shares this knowledge with her assistant. Development files are informative, showing detailed accounts of the children's developmental progress and the steps needed to help them progress further. The childminder demonstrates a good commitment to constantly improving the play opportunities and care she offers children. For example, she is now planning ways to stimulate children's enjoyment of role play and has purchased some more resources to extend children's interests.

The childminder has self-evaluated her provision well and sought the views of parents and her assistant. Strong relationships with parents ensure that children's care is consistent. The childminder has a good understanding of how to complete the progress check for children aged between two and three and the importance of completing this with parents. The childminder shares a good range of information with parents, so that they fully understand her practice and the care their children receive.

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	EY334961
Local authority	Buckinghamshire
Inspection number	973883
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	07/01/2014
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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