

Inspection date	23/07/2013
Previous inspection date	06/11/2008

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 premises are resourced well so that children are well motivated to learn and make progress.
- The childminder has a good understanding of children's safety, security and well-being. She helps the children learn how to keep themselves safe, for example by involving them in assessing the risks when they make visits to the park.
- There is a good partnership with parents who are fully informed about their children's learning and development.
- The childminder deals with the children in her care very calmly and uses positive language. This helps children feel secure and make the right choices.

It is not yet outstanding because

- The childminder does not involve parents in evaluating the provision and procedures regularly.
- The childminder does not extend the children's problem solving skills to help them think for themselves.

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 children engaged in different activities both indoors and outdoors.
- The inspector reviewed children's records and a sample of other relevant documentation, such as risk assessments.
- .The inspector talked with the children present on the day of the inspection.
- The inspector held discussions with the childminder about her procedures and systems including her assessment of the children's progress.

Inspector

Gill Walley

Full Report

Information about the setting

The childminder was registered in 2007. She lives with her husband and their two children in High Wycombe, Buckinghamshire. Children use the ground floor of the home and have access to 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. She currently has four children, within the early years age group, on roll. The childminder can provide overnight care. The childminder is able to take children to and from Highworth School, Crown House School and local nurseries and playgroups. The family has pet rabbits.

What the setting needs to do to improve further

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

- involve parents in evaluating the provision by seeking their views more regularly
- provide more opportunities for children to solve problems.

Inspection judgements

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

The childminder provides the children with a good range of interesting toys, suitable for their age range, to develop their curiosity and a wide range of skills. The premises are child-centred. For example, children's pictures and paintings are displayed on the walls and there are pictures that encourage children's conversation. They choose what they want to play with because they can reach all toys easily. The children develop their creative skills well, for example by painting and drawing pictures of things they associate with the changing seasons. The childminder talks to the children to increase their vocabulary and to encourage their language and listening skills. However, she does not provide them with a wide range of problems to solve. She does not always encourage children to repeat numbers and colours or to compare sizes. Children play with sorting and matching games to help them with their early understanding of mathematical shapes. They develop their imagination well, for example by pretending to cook on the toy cooker or playing with dolls. There are pencils and crayons within easy reach so that children develop some early writing skills. There are posters to help the children to develop their understanding of the links between letters and sounds. Children enjoy the selection of books, including stories from different cultures. They look at these independently or

choose for the childminder to read to them.

The childminder provides the children with a wide variety of stimulating experiences. For example, she regularly takes them to a toddler group where they play with different children and develop their social skills. She also takes them to several parks and adventure playgrounds to support their physical development. They particularly look forward to climbing on the pirate ship. The children make regular visits to a very wide range of museums and farms that extend their understanding of the world around them particularly well. The childminder also uses these times well to talk to the children about road safety as well as the things they notice when they are outdoors. This encourages them to be observant and extends their vocabulary. The children can choose whether they want to play indoors or in the childminder's garden. Outdoors, they observe the effects of the breeze by watching streamers and bubbles floating. They observe the childminder's pet rabbits and enjoy helping to feed them. The children develop their physical skills well when they play in the garden, where there are appealing toys, such as bikes and vehicles to ride, soil for digging, and opportunities to play with sand and water. They begin to understand diversity and equality through playing with multicultural toys, puzzles, musical instruments and books. They talk about special festivals, food and costumes, and they learn to recognise the flags of different countries. They cook dishes, such as stir-fry vegetables from their international recipe book.

The childminder shows a good understanding of the needs of children learning English as an additional language and those with special educational needs. She supports children well and works in close partnership with their parents. She understands how to provide children with opportunities to improve their speech and she feels this has a good impact. She makes links with the other settings children attend so that she can provide them with consistent support. The childminder tells parents about the day's planned activities and suggests to parents how they can reinforce learning at home if they wish to. Consequently, all children make good progress from their different starting points. The childminder observes the children while they are playing, noting or photographing what they achieve and enjoy. Her plans show that she understands the differing needs of children according to their ages. For example, while the younger children learn to paint with their fingers older children use brushes and paint pictures. This information is shared with parents to keep them informed of their children's progress.

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

The children are well cared for in a calm and relaxed atmosphere. They play well together and with the childminder's own children. They share toys well, they can take turns and they concentrate on their activities for prolonged periods. The older children learn to support the younger ones, and younger children benefit from watching the older children and trying to copy them. This collaboration supports their social development well. Children settle in well, gain confidence and become more outgoing because the childminder has high expectations of the children's behaviour and is a very good role model. She is consistent and patient, and she uses constant praise and positive language

to help the children understand right from wrong.

When children first attend, the childminder asks parents for detailed information about their children's likes, dislikes and routines in their 'all about me' books. She uses this information well to plan activities children will enjoy. If a child is distressed, she settles them immediately with a cuddle and by distracting them with a toy so that they are happy again. The children have formed close and trusting relationships with the childminder and her family. The older children understand how they would leave the building in an emergency and practise doing this regularly. The children learn to be independent, for example by putting their shoes on when they are going out, by tidying their toys away and by learning to feed themselves. The children are involved in assessing the risks of going out on trips and thinking about the steps they must take to avoid them. For example, they understand that they must wear sunhats and sun cream and must drink water when it is sunny. The childminder respects their choices about where they want to play and what visits they would like to make.

The premises are safe and hygienic, and children learn to avoid infection by washing their hands when they need to. There are safety gates so that the children cannot go upstairs unsupervised. The front door and garden are locked and the childminder always has the children in her sight. She allows them to rest or to sleep when they wish to. She is conscious of hygiene when changing nappies. She handles food hygienically and she knows children's routines, likes and dislikes well. The childminder understands that parents like to have information about their child's day, and parents find this reassuring. The children have a varied and healthy diet of main meals and snacks, and can always reach their drinking water. They talk about healthy eating and exercise so that they begin to take some responsibility for keeping themselves healthy. The childminder encourages the children to try new tastes.

Toys and equipment are of good quality and suitable for the children's age range so that they are safe to use. Children develop good attitudes to learning and are well prepared for moving on to the next stage of their education.

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

The childminder has good policies and procedures in place to ensure that the children are safe. She has undertaken training in all aspects of safeguarding. She knows what to do if she is concerned about a child. The childminder understands children's medical or dietary needs and knows the possible risks to children, for example, when they go outdoors or make a visit. She has taken steps to avoid these and talks to the children about ways they can learn to avoid accidents, for example by teaching them to walk instead of running. The childminder checks the premises regularly to be sure they are safe. She keeps parents' emergency contact details with her when she takes the children out, and she has an evacuation plan.

The childminder has a good partnership with parents. They are given the observations so they know how well their child is getting on. The childminder provides parents with photographs of their children at play, so they know what activities they have enjoyed. She welcomes comments from parents about the provision, but does not consistently involve them in the evaluation process. The childminder is reflective and monitors children's progress. She evaluates her provision to identify anything that could improve, such as reviewing the toys the children have to play with.

She meets other childminders and she can share good practice with them. She understands specific assessments, such as the check for two-year-olds and the importance of identifying any areas where children are not moving forward. This ensures that the right support can be put in place promptly. The childminder is keen to extend the range of learning opportunities for the 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY350315
Local authority	Buckinghamshire
Inspection number	837894
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	06/11/2008
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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