

Inspection date	09/12/2014
Previous inspection date	31/03/2009

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 uses her good knowledge of how children learn successfully to motivate them and engage them in meaningful activities.
- Children are at ease in the childminder's care and they show enthusiasm and enjoyment in learning. Children's calm and relaxed manner shows that they feel emotionally safe and secure.
- The childminder takes effective safety measures to create and maintain safe and secure learning environments for children.
- The childminder manages her provision efficiently, and this enables her to engage professionally with parents and other practitioners.

It is not yet outstanding because

- The childminder provides fewer occasions for children to make and listen to music as a routine part of the creative activities.

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's activities indoors and went on a short outing with the childminder and the children.
- The inspector looked at children's assessment records and discussed activity plans with the childminder.
- The inspector reviewed documentation and discussed self-evaluation and activity plans with the childminder.
- The inspector took account of information that parents provided.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2007. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children in Flackwell Heath, near High Wycombe, Buckinghamshire. The whole of the childminder's home is suitable for childminding; however, the childminder mostly contains childminding activities downstairs. Children use the kitchen diner and the living room. Washing and toilet facilities are on this level. The childminder arranges for children to sleep in a first-floor bedroom. There is a fully enclosed garden for outdoor play. Currently, there are nine children on roll. Of these, five are in the early years age group.

What the setting needs to do to improve further

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

- increase opportunities for children to further extend their creativity, such as by making and listening to music.

Inspection judgements

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

The childminder organises a range of exciting activities for the children. For example, children enjoyed painting with their hands and feet. They relished the feeling of the paintbrush tickling their feet. The exciting activity engrossed the children and helped them to explore their senses. The childminder encouraged the children to mix the paint to create, change and explore colour and texture. The childminder used this well-planned creative activity to extend children's communication and language skills and physical development. For example, they learnt about the different marks they can make. The childminder's calm support helped the children to maintain their focus. The childminder understands how children learn and she plans activities to help the children to learn across different areas, seamlessly. For example, the childminder developed the activity to relate it to a cultural celebration, and children made cards for their parents.

Preschool-aged children practise early writing as they write for different purposes, such as writing their names. The childminder challenges them to hold the pencil between their thumb and forefinger. This helps children to take better control and to form letters more precisely. Children are pleased with their achievements and are learning that different words carry different meanings.

The childminder welcomes the children's interaction, she plays alongside them and this encourages children to do more. The childminder allows children to explore freely during their play. For example, children were excited about using the pushchair and the dolls.

The childminder allowed them the time and space to do so. She knows that at this stage children are mostly interested in moving the items from one place to another. The childminder is sufficiently knowledgeable and confident to know when to extend learning and when to allow children to satisfy their curiosity and work through their ideas. This is because, she has good quality information about their starting points and she knows when and how to challenge individual children's learning. The childminder knows that she is central to children's learning and development. Therefore, she models play for them. For example, when she works with children to build towers of bricks, she knows that she is developing their understanding of mathematics and uses the activity to extend their learning of shapes, size and recognition of colours.

The childminder is quick to change the activities to follow young children's interests. Books, stories, construction and pretend play are some of the core play activities that she uses to engage with the children daily. The childminder provides many opportunities for children to listen to recorded music. However, she plans fewer occasions for children to make their own music, which slightly lessens their opportunities to fully explore this area of their creativity. The childminder makes good use of outdoor activities to promote children's learning. In addition to their daily play in the garden, where children get plenty of fresh air and exercise, she uses the walk from preschool to consolidate children's learning. For example, they identify words, letters, shapes and numbers as they walk. She further helps children to put their learning into context, such as by using the numbers to identify where they live. The childminder uses these activities successfully to develop children's understanding of personal safety. For example, preschool-aged children explained why they do not pick or eat the berries they see at the side of the road.

The childminder makes effective use of information from observations, parents and other practitioners. She closely monitors and tracks children's progress, using published child development guidance. This enables her to provide activities and learning opportunities that are well suited to individual children. The childminder's good and consistent practices are supporting children well to sustain good progress in their learning and in readiness for school.

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

The sensitive personal care that the childminder provides helps children to settle quickly and reassures them of her positive response to their needs. The interaction between the childminder and the children is caring and friendly and the childminder's full engagement with children and their parents helps her to understand children's individual needs very well. This helps her to achieve inclusion for each child. The emotional security that the childminder provides for children helps them to relax, which builds their confidence to try new things, and this motivates them to explore further.

The childminder attends to children's personal hygiene needs promptly, and she uses good hygiene practices to reduce cross infection between individuals. In addition, she helps them to learn good hygiene habits through regular routines, such as hand washing before handling food. Children are learning that when they use individual personal items such as

a paper towel to dry their hands and dispose of it properly, this helps to them to reduce the spread of germs. The childminder maintains good standards of hygiene in her home and this helps children to begin to recognise and expect good standards of hygiene. The childminder works with parents to provide children with balanced and nutritious food. She extends this area of children's learning, with discussion and activities to help them to understand how to make healthy choices about what they eat. The safe environment of the childminder's home helps to increase children's independence and confidence. She provides children with clear information, which helps them to learn about how they can keep themselves safe. In addition, she uses discussion, and a few simple and clear boundaries, to help children learn what is expected of them. She makes the reasons clear to children why it is important for them to keep in her sight as they walk to and from preschool. Consequently, children behave well and develop good understanding of practices that promote their safety.

The childminder addresses fire safety properly and keeps fire exits clear. Additionally, she practices evacuation of the premises with the children to raise their awareness of how to leave the premises in an emergency. She takes effective safety precautions, such as the use of childproof locks and stairgates in appropriate places. The childminder is supporting children well to learn about different aspects of health and safety through their daily routines.

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

The childminder uses her good knowledge of the Early Years Foundation Stage and related guidance to implement the requirements for learning and development and safeguarding and welfare effectively. She provides good quality learning and development opportunities for children and consistently safeguards and promotes their welfare. The childminder has good systems in place, which she uses efficiently, to observe, monitor and track the individual progress of each child. This enables her to tailor children's learning closely to their stage of development. Consequently, she enables children to make good progress in learning and development from their starting points in readiness for school. Overall, the childminder plans well and makes good use of her resources, which are well suited to the varying developmental stages of the children in her care.

The childminder is attentive and competent to meet the safeguarding and welfare requirements. She is clear about what to do if concerns arise about children's well-being. She is familiar with the guidance from the local safeguarding team. The childminder takes effective measures to create and maintain safe environments for children indoors and on outings. The childminder maintains all of the required documentation to help her to safeguard and promote children's health and welfare. As a result, she achieves the smooth management of her childminding provision. For example, accident, medication, and attendance records are accurate, up to date and they are readily available for inspection.

Parents praise the childminder highly. For example, they state that they are extremely happy with the care and services she provides. They states that she provides children with

good quality learning opportunities and that the ways in which she care for, and engages with the children put the children at the centre of her practice. Furthermore, they state how much they value the childminder's flexible and professional approach to providing a childcare service that meets their needs. The childminder works effectively with parents to complete the progress check including the summary report. She further achieves successful partnership working with other practitioners when children attend other settings, such as pre-schools, because she liaises closely with them to achieve continuity for these children.

The childminder routinely uses reflective practice to identify strengths in her performance and to plan for ongoing improvements. This helps her to continuously drive improvements in her practice.

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	EY362267
Local authority	Buckinghamshire
Inspection number	828838
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	31/03/2009
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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