

Inspection date	30/01/2013
Previous inspection date	14/10/2009

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

- Parents are very happy with the care provided and fully appreciate the childminder's flexibility, which helps to promote children's welfare.
- Children relate well to the childminder's kind, loving manner. She is very aware of their needs especially when they feel unwell, which means she promotes their well-being effectively.
- The childminder works very successfully with her co-childminder and together they provide a wide range of interesting activities and experiences to support all areas of children's learning.
- Children enjoy a variety of healthy meals and snacks prepared by the childminder who encourages them to try new flavours and textures.

It is not yet outstanding because

- Although the home is very safe and children play safely within it they are unaware of how to evacuate the home quickly and safely in the event of an emergency.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 during their play.
- The inspector reviewed some of the childminder's records and documentation.
- The inspector took account of the views of parents from written feedback provided for this inspection.
- The inspector discussed children's progress with the childminder and observed her playing with the children.

Inspector

Sonjia Nicholson

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and child in a detached bungalow in Monks Risborough, near Princes Risborough in Buckinghamshire. Children have use of several rooms and there is an enclosed garden available for outside play. The childminder makes use of local facilities such as parks, the library and children's centre. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She works alongside her husband, who is also

a registered childminder. They offer flexible care from 7.30am until 6pm each weekday throughout the year with holidays planned in consultation with parents. There are currently 17 children on roll, seven of whom are 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:

- strengthen children's understanding of how to keep themselves safe and prepare for changes in the routine by talking about and practising how to evacuate the home quickly and safely in the event of an emergency.

Inspection judgements

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

The childminder has a good knowledge of the areas of learning and plans a wide range of activities, many of which she bases on children's interests, such as, dinosaurs. She provides appropriate resources to support their learning, such as, library books, a factual DVD about dinosaurs and a range of dinosaur figures which children use to engage in some clear imaginary role play. The childminder also encourages new skills by providing dinosaur jigsaw puzzles to help children think critically. Children have good opportunities to extend their understanding of the world through outings and walks. For example, they gain social skills as they have a drink in a caf and watch the trains at the station. The childminder plans outings for specific children, for example, a ride on a bus for children who have never been on one before to extend their interests and learning.

Children develop their physical skills by playing in the childminder's large garden with a range of equipment, going for walks and visiting the local park where they use large apparatus for climbing, balancing and strengthening their muscles. Indoors, younger children explore objects that they can grasp and squeeze, such as, musical shakers. They demonstrate confidence as they climb in and out of a toy car, close the door and push it along the corridor.

The childminder promotes children's communication and language skills well. Younger children frequently mimic words and sounds, for example, saying 'oh oh' to express themselves as they drop their toy from the highchair tray. They enjoy babbling and experimenting with sounds to communicate their needs, for example, indicating they want to grab the musical instruments from a basket. The childminder has a huge variety of factual, fiction and lift flap books to encourage children's interest in reading. Many children

have discovered a favourite book or stories which they enjoy having read to them and enjoy visiting the library with the childminder.

The childminder effectively monitors and assesses children's progress through ongoing observations and photographs. Their informative learning journey folders contain a good range of evidence that shows children are reaching the expected levels of development and in some cases exceeding them. Parents are fully involved in their child's learning and development as they provide details of their starting points at the beginning of the placement which complements the childminder's own initial assessment. The childminder has successfully completed written progress reports that identify progress in the prime areas of learning for the two year olds in her care as required. She completes a daily diary with information about children's care and education and also provides friendly feedback to parents when they collect their children. This helps to promote the good progress children make in their learning and development.

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

Children form a close bond to the loving childminder who is nurturing and calm. As a result, they are happy and settled and behave well. The childminder promotes positive relationships between the children. Parents appreciate the opportunities the childminder promotes for younger children to mix with older children who are positive role models. Children are encouraged to share toys and play cooperatively. Children explore and move around the spacious setting under the watchful eye of the childminder so they do not come to any harm. For example, they enjoy pushing the toy buggy along the corridor. Children are learning how to manage their self-care needs, such as, washing their hands before eating. The cloakroom contains liquid soap; a paper towel dispenser and bin to help ensure germs do not spread. The childminder's hygienic nappy changes also take place in this area where children have privacy from those around them. This helps to promote their well-being effectively.

The childminder is very mindful of children who are recovering from minor illnesses. She ensures they wrap up warmly before going outside and checks their temperature to ensure they remain well. The childminder is responsible for planning and preparing a variety of nutritious meals for children and prepares lunches based on their individual needs. She has a good selection of cookbooks and follows guidance containing advice to ensure children develop healthy eating habits. The childminder is very keen for children to try new flavours and experience different textures through cooking activities and the meals provided.

Children are familiar with the established daily routine; however, not all of them have talked about or practised the evacuation drill. This means they are less aware of how to react in an emergency in the home. The childminder provides children with high visibility jackets when they are out walking so that road users can see them and children develop an understanding of keeping safe by the road.

The childminder fully promotes children's learning and development through her welcoming and very well-maintained home. Children are motivated to learn and make

choices from the age-appropriate range of high quality toys and resources set out in the lounge. The childminder rotates these daily from a wide selection stored throughout the home in labelled plastic tubs. These help children to develop skills in all areas of learning. The childminder effectively supports children's transitions. For example, she aids the smooth transfer from home to the setting by inviting parents and children for an initial visit during which she shares albums of photographs so they gain an understanding of what goes on within the setting. If possible she also plans a home visit to see the children in a familiar setting and to get to know all about their particular likes and dislikes. This early involvement clearly promotes the children's well-being.

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

The experienced childminder works very well with her co-childminder and between them they provide a good quality service for local families. The childminder has a good knowledge of the Early Years Foundation Stage framework and meets all legal requirements. Parents value the care offered to their children and appreciate the childminder's support to them as working or lone parents. They value her flexibility and the fair manner in which she runs her business. Parents say the childminder 'shows great kindness' towards the children, feel she takes her role very seriously and offers an 'exceptional standard of care'. The childminder has developed good links with other local settings, including the school and pre-school, through meetings and contact via email to promote consistency in children's learning.

Through the self-evaluation process the childminder reflects well on how she can improve her business. She gives high priority to training in order to add to her current skills and knowledge and has recently completed training on developing risk and challenge in outdoor learning and an oral health course. The childminder is due to begin studying for a level 3 childcare qualification. She has successfully addressed the recommendation raised at her last inspection and substantially increased her knowledge of the Early Years Foundation Stage framework. She attends relevant workshops and regular information and business network meetings held by the local authority to keep up to date with current practice. The childminder further aims to improve her service by joining the local childminding network and providing respite care for disabled children and young people and their families with diverse needs.

The childminder has a good understanding of her role and responsibility to safeguard children. She is fully aware of the procedure to follow if she has concerns about a child; which is detailed in her written policy. The setting is safe for children as the childminder undertakes detailed risk assessments to identify potential hazards. Measures are in place, such as, stair gates and child locks to help prevent injuries to children. The childminder has a good awareness of the learning and development requirements. She plans and provides a good range of activities and experiences to help all children make good progress in their 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	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. 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	EY392110
Local authority	Buckinghamshire
Inspection number	830396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	14/10/2009
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 that are usually their 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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