

Inspection date	14/08/2014
Previous inspection date	14/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children engage in a wide and interesting range of activities that promote their wider learning of the world they live in.
- The childminder provides a wide range of stimulating experiences in an easily accessible environment, which supports children's learning, helping them to make good progress in their development.
- The childminder promotes children's emotional well-being and they have a very strong sense of belonging.

It is not yet outstanding because

- There are fewer opportunities for children to learn about and use mathematics and literacy in the outdoor environment.
- The childminder does not always track children's progress regularly to provide parents with up-to-date recorded details about their children's progress.

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 activities in the playroom and outside learning environment, and viewed the bedrooms used for sleeping.
- The inspector reviewed and discussed a range of the childminder's policies and procedures, and looked at children's assessment records and planning documentation with her.
- The inspector took account of the views of the parents by speaking to some of them.
- The inspector spoke to the childminder during the inspection, when appropriate.

Inspector

Ann Gudde

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband, daughter, son-in-law and two young grandchildren in Taplow near Maidenhead in South Buckinghamshire. The home is close to local schools, parks, library and other community facilities. Childminding mostly takes place on the ground floor of the home, including toilet facilities. Children sleep downstairs or upstairs as appropriate. There is a fully enclosed garden for outside play. The childminder's daughter is also registered and works as her co-childminder. The childminder's husband works as her assistant. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll, of whom 11 are in the early years age range. Days and times of children's attendance vary. The childminder undertakes school runs as required and regularly takes children to local toddler groups and parks.

What the setting needs to do to improve further

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

- extend ways for children to learn about and use mathematics and literacy in the outdoor environment
- track children's progress more regularly so that parents have up-to-date written details about their children's progress.

Inspection judgements

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands how children learn and maintains a good standard of teaching, which motivates all children. The childminder knows and supports the children well when they are playing. She provides stimulating conversation and repeats new words to the children to help develop their language skills. The childminder interacts warmly with children. She creates a relaxed environment where children are comfortable, enabling them to ask for help when they need it. The childminder supports children to spend long periods engaging in interesting adult-led activities, which she targets at particular areas of their learning. For example, she provides a wooden stacking toy to encourage fine muscle skills in young children, she enhanced the learning by giving colour and shape names to the blocks, then building towers with the blocks. With support from the childminder, children learn to play alongside others. The childminder provides high levels of encouragement to children as individuals. The childminder expanded children's interest in trains by taking the children on a train journey;

this stimulated a variety of activities expanding children's knowledge of the world. She used this interest to plan children's next steps. Activities such as these encourage children to listen, cooperate and to have fun as they learn.

The childminder provides a very welcoming and child-friendly environment. She encourages children to make independent choices in their own play by arranging quality resources in boxes at low level in the playroom. This encourages children's self-confidence, allowing them to follow their interests. The resources are varied and increase children's learning and development in all seven areas of learning. The childminder builds on children's previous learning. For example, she revisits saying numbers and shapes encouraging children to name them and repeat the new vocabulary they have learnt, praising them as they do. She also encourages discussion about animals as the children play with the toys. This demonstrates that children are learning good communication, speaking and listening skills.

The childminder organises an engaging selection of resources outside. This includes a planting area where children grow tomatoes, strawberries, carrots and beans. The childminder has two guinea pigs and koi carp in a covered fishpond; caring for these animals expands the children's knowledge of the world. The childminder does not promote children's mathematical and literacy development as strongly as other areas of learning in their play outdoors.

The childminder regularly visits local children's groups and the library with children; this encourages them to socialise in larger groups and develops their sense of belonging in the local community. The childminder takes children further afield on visits to London museums, local town museums, farms and parks, taking part in the activities provided at these sites. This allows all children regardless of age and stage of development to engage in challenging activities that extends their knowledge of the world.

The childminder completes a written progress check for two-year-old children in cooperation with their parents to identify where children are at in their learning, and the next steps to support their ongoing development. The childminder plans a wide range of activities, and completes written observations and takes photographs of them during their play. She uses her observations to identify children's next steps. The children's learning journals clearly show their starting points and next steps. However, the childminder does not always regularly track their development to provide parents with a written record of detailed information about their children's progress, so they are clearer about what their children achieve in line with expected milestones. Using her planning, the childminder ensures that she is providing activities and experiences that, overall, help children make effective progress in all seven areas of learning. As a result, children are confident, enthusiastic and well motivated, which helps them to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning.

The childminder builds good, positive relationships with parents to meet children's individual needs. This helps her to support children as they develop secure, emotional attachments with her and promotes their well-being and independence. Strong attachments with the children are evident as they cuddled with her and chatted happily. Children readily turn to the childminder for support, and this shows they feel safe in her care and have formed a trusting relationship with her. Several times a year, the childminder invites the children's families to events such as a Halloween and Christmas parties. These social events allow parents and grandparents to be involved in the children's life at the setting. The childminder promotes diversity through her resources and celebrating festivals that are relevant to the children's families, such as St Patrick day and Chinese New Year. Before a child starts, the childminder invites parents and their children for short sessions. These settling-in sessions help children become familiar with the childminder and her home before being left alone in her care. This securely supports children's emotional well-being.

The childminder requests information about children in an 'all about me' booklet. This includes contact details, dietary information and permissions for outings. This information helps the childminder to understand and meet the emotional, physical and social needs of children. The childminder uses a software package to contact parents regularly. She sets up a file for each child, updating it daily with photographs of the children's activities. Parents love this facility, as they can receive the photographs instantly, which supports meaningful conversations to follow at home in the evenings. In addition to photographs, the childminder includes any relevant comments about children's routines. Parents can add information about their children's needs via this system. This efficient sharing of information ensures good continuity of care for children. The childminder also shares children's developmental records, in their learning journals, regularly with parents. This helps them to work together to meet children's needs appropriately.

The childminder develops children's understanding of leading a healthy lifestyle. For example, she encourages them to have fresh air and exercise daily. The childminder provides food, which is healthy, including fresh fruit and vegetables for snacks and lunch. This means that children receive consistent messages regarding healthy eating choices, which contributes to their awareness of a healthy lifestyle. The childminder encourages self-care skills appropriate to the children's age and stage of development. The childminder carries out children's personal care procedures effectively to protect their well-being.

The childminder acts as a positive role model and uses inclusive language, which helps children. For example, she encourages children to take turns, share and show concern for each other. Children's behaviour is good because the childminder constantly praises them for their positive behaviour. This develops their self-esteem and confidence. The childminder helps children learn about safety, for example, they regularly practise the fire drill procedures and they learn about road safety on outings.

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

The childminder works with her co-childminder and assistant successfully, working well together as a team. The childminder has a good understanding of safeguarding. She has a wide range of comprehensive written policies including safeguarding, risk assessments and behaviour management, which are available for parents. As a result, parents understand how the childminder keeps their children safe. The childminder has a secure knowledge of child protection issues and the procedures to follow to report any concerns, should they arise. She carries photographs of all the children on outings with their personal details on the back, in case of emergencies. Risk assessments on activities and the environment help her to monitor spaces children use. The childminder checks all areas and activities they take part in each day to support the children to play safely. She supervises the children closely and the premises are secure. The childminder has identified and minimised any potential hazards. For example, she has a safety gate across the stairs and entrance to the kitchen to prevent children's unaccompanied access to these areas. She uses a monitor and makes regular checks on sleeping children to ensure they are safe.

The childminder has an effective self-evaluation process in place that enables her to identify her strengths and areas for improvement. She demonstrates a good commitment to driving improvements through identifying further training to support her in doing this. Planning shows the educational programmes cover all seven areas of learning. The childminder's quality of teaching and the activities she provides help all children to make good progress from their starting points to when they move on to their next stage of learning. The childminder is enthusiastic and committed to improving her practice. Her provision is fully inclusive and provides a safe and stimulating environment in which children thrive.

The childminder has strong relationships with parents. Children benefit significantly from these, which promotes a joined-up approach to meeting their needs. Parents are very happy with the provision for their children. They confirm the childminder keeps them very well informed about her practice and they appreciate the daily photographs and comments about their children. Parents report that 'the family environment is fantastic', the setting is 'very welcoming' and the childminder organises 'lovely days out'. As a result, parents are delighted with 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. 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	EY408169
Local authority	Buckinghamshire
Inspection number	816308
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	14/01/2011
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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