

Inspection date	24/10/2014
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

- The childminder helps children to manage their feelings, which has a positive impact on their personal, social and emotional development.
- Children develop good relationships with one another. They play together enthusiastically.
- The childminder uses the outdoor play space to provide a broad range of resources that encourage active learning.
- The childminder implements a wide range of policies and procedures, which help her to meet children's needs and safeguard them well.

It is not yet outstanding because

- Parents are not always actively involved in their child's learning, which slightly reduces consistency in children's experiences.

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 spent time observing children and their activities, both indoors and outdoors.
- The inspector observed the childminder interacting with the children.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector spoke to the childminder and her co-childminder at appropriate times throughout the inspection.
- The inspector gained the views of parents through discussions.

Inspector

Kim Andrews

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband, five year old son, three year old daughter and her parents. The family lives in Taplow, near Maidenhead in South Buckinghamshire. The home is close to local schools, parks, the library and other community facilities. Childminding mostly takes place on the ground floor of the home, with toilet facilities provided in this area. Children sleep downstairs or upstairs as requested. There is a fully enclosed garden for outside play. The childminder's mother works as her co-childminder and her father is an assistant. Another co-childminder also works with her on a part-time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 36 children on roll, six of whom are in the early years age range. Days and times of children's attendance vary. The childminder undertakes school runs as necessary, 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:

- strengthen partnerships with parents by developing systems that involve them more in children's learning.

Inspection judgements

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

The childminder provides children with a range of good quality, age-appropriate toys and resources. Overall, she organises her home to enable children to make independent choices about their play. Boxes of toys are stored efficiently and even the youngest children can choose what to play with. The childminder provides young children with mini laptops and programmed activities that include matching and sorting. In this way, the childminder promotes children's knowledge and understanding about numbers, patterns and technology. The childminder stays alongside children as they play and extends children's learning while considering their learning outcomes. This means that children are continually interested as they play. She talks with children all the time, consolidating and improving their vocabulary and language skills. For example, the childminder develops their language and thinking skills by asking children which of the bubbles they blow outside is the biggest and which goes the highest. The childminder listens carefully to what children say so that she understands them well and they feel valued.

The childminder assesses children's development, with contributions from her co-childminders. She effectively plans activities and experiences that interest each child. Therefore, children are making good progress in relation to their abilities and strengths on

entry. Children play well with each other. They demonstrate sustained interest, for example, as they pretend to make food in their playhouse kitchen. The childminder extends their play, asking them if they know how to make a cup of tea. As a result, the childminder successfully links learning within practical play, enabling children to make good progress while they have fun.

The childminder effectively completes the required progress checks for two-year-old children. Therefore, she accurately identifies children's additional needs and helps the parents to obtain guidance from other professionals where necessary.

Partnerships with parents are positive. The childminder has developed effective communication and relationships with parents. She provides helpful information to parents about their children. This keeps parents well informed about the children's activities. However, the childminder has not yet fully promoted opportunities for parents to contribute to their children's learning more consistently.

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

Children form close bonds with the childminder. They are comfortable and at home in the environment provided. They settle well because of the information shared with parents regarding their routines and home lives. This also enables the childminder to value and include the children, and they form a strong sense of belonging as a result. Children express their needs and choices, demonstrating confidence in the environment. The childminder promotes children's personal, social and emotional development as they learn how to manage their feelings. They find pictures that describe their moods and the childminder helps them to find the words to describe their feelings. Children behave very well because they are well occupied and engaged by the childminder and her co-childminder. The childminder's good role modelling and meaningful discussions help children to understand the expectations of them, and they play happily together.

The childminder encourages children's independence. For example, she helps children to gain self-care skills with toileting and putting on their shoes. As a result, children are learning skills to help them move on to the next stages in their learning. Regular praise and encouragement from the childminder, enables children to develop confidence and good self-esteem. The childminder gives a high priority to the safety of children. She carries out effective risk assessments to minimise any hazards and to help ensure that children can explore safely. Children and families from all backgrounds are warmly welcomed. The childminder provides positive images of diversity, for example, through books and toys that celebrate the differences between people. In this way, children learn to respect different cultures. Children also enjoy activities, which help them learn about how people celebrate individual customs. For example, they tasted spring rolls during Chinese New Year and sweet recipes during Diwali.

The childminder is a positive role model who encourages good hygiene at all times. As a result, children are starting to understand simple health and hygiene practices. Children know they need to wash their hands before eating and after using the toilet. The

childminder prepares healthy snacks that meet children's developing needs and dietary requirements. Children have good opportunities to learn about healthy lifestyles. They eat balanced, nutritious snacks and meals, including different fruit and vegetables. Children understand where food comes from as they help to plant, harvest and cook different foods in the garden. The childminder offers choices to children about what they eat, which helps them to enjoy mealtimes. The childminder encourages children's physical development well, for example, she provides music and dancing exercises indoors when it is wet. Outdoors, she helps children, for instance, as they enjoy swinging across the monkey bars of the climbing frame. An artificial grass surface covers part of the garden, enabling outdoor play in all weathers. This promotes children's access to outdoor play and promotes their health and well-being. Children also enjoy regular access to fresh air as they walk daily to the local school to pick up older children.

The childminder visits local toddler groups so that children can socialise with a wider range of children and adults. This helps the children to develop their confidence and social skills, ready for their eventual move to nursery or school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. She confidently demonstrates her understanding and responsibilities in relation to safeguarding children, and knows about the procedures to take should she have any concerns about children. She shares her robust policies with parents, so they understand the procedures in place that promote their children's safety, health and well-being. The childminder maintains a record of the times and dates of children's attendance. She maintains her accident and other children's records in a professional manner. Overall, she is vigilant about ensuring the welfare of the children in her care.

The childminder has undertaken training to develop her understanding of her role in promoting children's development and planning for their learning needs. The childminder delivers challenging activities, which effectively take into account children's ages and abilities. She completes frequent observations on the children, which she annotates with photographs, and uses a computerised system to assess and record children's development. Consequently, the childminder reflects on her planning and can demonstrate the good progress children are making in each area of learning. The childminder is fully aware of her responsibilities of working with her co-childminders, and they share information and discuss children's progress together. The results in a unified approach to meeting children's needs.

The childminder effectively reflects on her provision. She highlights the strengths of her practice and what she intends to improve on in the future. Therefore, she demonstrates a good capacity to continually improve. Overall, children are happy and developing securely. They demonstrate that they are learning the important skills needed to prepare them for the next stages in their learning. The childminder and her co-childminders ensure parents know about their children's day through regular feedback. Parents comment positively

about the service that she and her co-childminders offer them. Parents value the childminder's skills in creating such interesting activities and learning. They comment positively and say they feel continually amazed by the amount of interesting opportunities provided for children.

As appropriate, the childminder promotes effective links with other settings and professionals, to share information regarding the children's progress and development. The childminder is committed to improving her knowledge and practice. She attends regular training courses with the local authority and discusses issues as she regularly meets with other childminders. She evaluates her practice, highlighting areas for improvement to provide the best opportunities for children in her care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY408179
Local authority	Buckinghamshire
Inspection number	816310
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	0
Number of children on roll	36
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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