

Inspection date	30/09/2014
Previous inspection date	17/12/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent. The childminder guides children's natural curiosity and interest through water play. This promotes their learning in all areas and ignites their desire to talk, discover and explore.
- The children grow into articulate and expressive individuals because the childminder promotes their communication and language skills extremely well.
- Parents are highly involved in the observation and assessment process. This means they directly contribute towards the tracking of children's progress. As a result, this is finely tuned and accurate in showing what children can do.
- The childminder and children work collaboratively together. As a result, children are respectful and considerate towards each other and their behaviour is consistently excellent.
- Children are independent and resourceful because the childminder has very high expectations of what they can do. This promotes a positive attitude in children, which prepares them exceptionally well for future learning.
- The childminder has an excellent awareness of safeguarding. She attends regular training to refresh her knowledge and skills.
- The childminder has an extremely positive attitude towards ongoing improvement. She is undertaking formal training to consolidate and extend her excellent knowledge and understanding.

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 living room, kitchen, dining room and garden.
- The inspector had discussions with the childminder and children.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children, aged nine and six years in Cheddington, Bedfordshire. The whole ground floor of the house, three first floor bedrooms and the rear garden are used for childminding. The family has a pet cat and a guinea pig. The childminder attends a toddler group and the local children's centre. She visits the local shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Thursday, except family holidays and bank holidays.

What the setting needs to do to improve further

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

- extend the excellent progress children make in understanding the world around them, by encouraging the use of technology within their everyday play.

Inspection judgements

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

The childminder provides exceptionally high quality care and education for children. Her teaching is outstanding and children make rapid progress in their learning as a result. She offers a wide range of activities for children to enjoy. The childminder expertly extends upon what children already know and can do. During water play activities in the garden, children learn about mathematics as they count plastic ducks and sort them by colour, shape and size. When young children enjoy the sensation of the water on their skin, the childminder encourages them to explore this further. Eventually, children become immersed in the water, and feel the sensation of their wet clothing against their skin. The childminder reassures children not to worry as they can change their clothes. As children come inside, they discover that they are making footprints on the floor. They then experiment with ways of moving and crawl across the floor, watching the pattern of water they make. The childminder wholeheartedly promotes children's sense of curiosity and discovery. Her animation, interest and enthusiasm spark children's own sense of exploration. Consequently, children become confident learners who want to participate in every activity the childminder offers. This excellent attitude prepares children exceptionally well for their future learning and eventual entry to school. The childminder has a superb awareness of how to promote children's communication and language skills. The high importance she places upon children's early communication fosters a sense of confidence amongst children, who are incredibly able talkers. The childminder listens to the sounds young children make and tells older children what she thinks they are saying. By

encouraging children to listen to each other, the childminder promotes their chatter and conversations. As a result, young children share their ideas because they know that the childminder listens and values what they say. As the teaching is of such a superb quality, children make very strong progress in their communication and language. They ask questions to find out about things they want to understand, and propose theories and suggestions for problems they encounter.

Children make advances in their physical development because the childminder plans very well for their next steps in learning. She encourages young children, who are newly standing, to take a few tentative steps, by outstretching her arms and smiling at them while gently edging backwards. She knows that children need support when at the cruising stage of pre-walking. She provides push-along toys and stable equipment for them to help steady themselves. When older children are confident in moving, she helps them to test out what they can do by playing football, catching and jumping across the room. Children can draw when they desire, as pencils and paper are always available for them. As they think of ideas, children draw these and talk about what they are doing. This helps them to develop their smaller muscles extremely well as they become very capable in making marks and creating recognisable pictures. Children develop an excellent attitude towards reading because the childminder makes story time so much fun. She changes the pitch and tone of her voice, and children cuddle close as she whispers lines of the story. Children play with dolls and small figures, exploring differing ethnicities and abilities. The childminder is yet to further extend upon children's outstanding learning and development by introducing them to more technology, such as computers, in their everyday play.

Children's observation and assessments are very well informed. This is because the childminder engages parents in exchanging information about what children know and can do, from the very beginning. The childminder uses a tracking system where parents colour parts of a flower with early outcomes written inside, as they observe children's development. This travels between home and the childminder. As a result, it builds a highly accurate account of children's abilities. The childminder and parents focus upon the same next steps in learning. This means that children benefit greatly from the consistency they experience and make rapid progress in all areas of learning and development.

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

The childminder builds extremely warm and secure relationships with children and their families. This helps children to build strong bonds of attachment to her. Within a very short space of time, children show contentment and affection for the childminder. They get her a tissue to blow her nose and run towards her for a cuddle as they look to her for comfort. The childminder talks at length with parents to find out about how children have slept and how they are feeling. She is flexible in her routines. When children do not settle to sleep, she gets them back up and allows them to play until they decide when they want to sleep. This means that children's needs are exceptionally well met. Children choose where and how they play, making excellent use of the garden. As a result of the freedom and control they have over their day, they remain engaged and content. The harmonious environment, and extremely high expectations the childminder has for children, promote their very good behaviour. The childminder is acutely aware of children's changing moods

and responds instantly to them, assuring their feelings of well-being. The childminder understands that moving on to school is a big change for children. Therefore, she plans for this by working with parents and schools. This helps children to feel excited and less anxious about the change.

Children become highly independent and competent in meeting their own needs. They dress themselves and help the childminder to care for younger children. By having ready access to drinking water throughout the day, children become able to drink from an open cup from a young age because they have plenty of practice. The childminder talks to children about what animals need to be healthy and grow. She uses this to teach children about their own bodies. The childminder provides healthy foods for children, who are able to choose what and how much they eat. This helps them to understand about their own needs and nutrition. The childminder shows children respect and courtesy. They work together to decide how to do things and she values their ideas. The childminder has high expectations for what children can do and allows them to explore and test out their abilities. She maintains a safe environment while encouraging children to take small risks. The childminder asks children whether or not some of their choices of actions are a good idea, such as jumping on the sofa. Children modify their behaviour by thinking about the consequences of their actions, and consequently, follow rules happily. This raises their excellent self-esteem and confidence in their abilities.

Children learn about healthy lifestyles as they play outdoors and recognise when they start to feel cold and return inside. Children wash their hands because the childminder teaches them that this promotes their good health. The childminder allows children to explore the stimulating environment freely. They move from room to room and can find the toys and equipment they want from the labelled boxes. Children's safety is paramount. The childminder supervises them closely, while allowing them freedom to play in ways that promote their sense of risk and challenge. Children are exceptionally secure and settled within the childminder's care because of her attention and nurturing support.

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

The childminder has a full and thorough awareness of child protection issues. She maintains her very good knowledge through attending regular training. The childminder implements her safeguarding policies and procedures effectively. For example, she asks visitors for proof of identity and ensures they switch off their mobile phones. This helps to reduce any possible risk to children's welfare. The childminder is able to recognise the signs and symptoms which might cause her concern about children's welfare. She is fully aware of the agencies to report such concerns to. The childminder knows what action to take should there be an allegation against herself, or a member of her household. She maintains a safe environment for children's play and learning by conducting risk assessments and taking any necessary action to maintain a hazard-free place for play.

The childminder reviews the activities she provides for children. Her tracking of children's learning also enables her to see if there are any areas of the curriculum she needs to focus upon in more detail. The childminder's planning ensures that children's needs are

quickly identified and exceptionally well met. She has successfully addressed the recommendations raised at the previous inspection. The childminder uses self-evaluation, with very good effect, to identify areas for professional development. For example, even though she has attended multiple training courses, the childminder appreciates the value of consolidating and strengthening what she knows. With this in mind, she is undertaking formal training to enhance her knowledge and skills. She recognises the positive impact this is having upon the quality of care she provides for children. By being reflective in her practice, the childminder strives for ongoing excellence, and is uncompromising in her pursuit of providing rich and high quality experiences for children.

The childminder develops highly productive and professional relationships with parents. She shares ideas, observations and questionnaires to ensure that they are able to fully contribute towards all aspects of children's care and learning. The childminder works closely with other settings children attend. She works with other childcarers to share information, and together they write the progress check for children between the ages of two and three years. By working so closely with others, children's care is seamless and this contributes towards their high sense of security. The childminder understands the importance of working with other professionals should the need arise. She is confident to seek out support and advice, for example, by attending the local children's centre for information. Parents are extremely pleased with the care the childminder provides and express their gratitude for the significant, positive impact she has upon children's lives.

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	EY410125
Local authority	Buckinghamshire
Inspection number	851059
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17/12/2010
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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