

Inspection date	06/01/2015
Previous inspection date	07/08/2012

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 makes good observations of the children and uses these to make accurate assessment of their development and to plan for their next stages in learning.
- The childminder plans a stimulating learning environment that children can explore independently.
- The childminder is a positive role model, she helps children to get along well together, and they behave well.
- Regular attendance at training and childminder development meetings enhance the childminder's teaching and safe practice.

It is not yet outstanding because

- The childminder does not always maximise the learning opportunities to strengthen children's independence skills further or enhance learning about a healthy lifestyle.
- The childminder does not always take the opportunities to build on children's interests to fully extend and consolidate their learning as they play.

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 checked evidence of suitability and documents that support the childminder's service.
- The inspector looked at children's assessment records.
- The inspector observed activities in the indoor learning environment.
- The inspector held discussions with the childminder.
- The inspector took into account parents' written testimonials.

Inspector

Ruth George

Full report

Information about the setting

The childminder registered in 2012. She lives in Marlow, Buckinghamshire. The childminder uses all areas of the home for childminding and children have access to a garden. The childminder makes use of local facilities, such as toddler groups. She occasionally works with an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children 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:

- build on children's interests to fully extend and consolidate their learning as they play
- review the organisation of mealtimes to fully maximise opportunities for children's independence and enhance learning about a healthy lifestyle.

Inspection judgements

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

The childminder plans a stimulating learning environment with a good range of easily accessible resources to enhance children's learning. The childminder makes observations and assessments of the children's development. She is effective at monitoring the progress children make and plans for their next stages in learning. Consequently, children make good progress over time. The childminder is extremely effective at engaging all parents in their children's learning and development in the setting and at home. The childminder understands the benefits of working with other professionals to seek additional help where needed to ensure any gaps in children's learning are closing.

The children enjoy dressing-up and pretend play. They build stories about a Chinese dragon and a sleigh ride, acting these out with the use of good resources to support their imaginative play. The childminder helps the children problem solve. For example, the children worked together to pull each other along on a blanket. The childminder helped them to think by asking, 'What surface is more slippery, the floor or the carpet?' This helped the children to problem solve and manage what they set out to do.

The childminder helps children to learn mathematical skills. Skilful teaching helps children to learn how to identify, match and classify picture cards, and describe relationships between the pictures. Children are learning to count, recognise numerals,

and use mathematical language. However, the childminder does not always maximise the opportunities to further enhance and consolidate their learning alongside their play. For example, the childminder did not build on children's recognition of numerals to consolidate or extend their learning about the Chinese dragon.

The childminder extends children's vocabulary by describing their actions and introducing new words. She skilfully develops children's speaking and listening skills, laying the foundations for early literacy. During a planned activity using buttons, the childminder introduced older children to rhyming words helping them recognise the end sounds in words, such as gold and cold. The childminder provides a good range of pencils, pens, and tools for cutting and joining. The children are developing skills for early handwriting and learning how to fold, roll, and crease paper to achieve a planned effect. The childminder displays the children's work at their level, which promotes the children's positive self-esteem.

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

The childminder has close relationships with the children and is skilled at recognising and responding to their needs. She is effective in helping children feel safe and secure. The childminder invites parents and children to visit to help them settle in before they start. She provides a warm and welcoming environment that nurtures children's self-esteem and confidence. Children confidently explore the environment and activities available.

The childminder encourages children to manage their personal care in preparation for their move to nursery or school. She provides equipment that helps children to attend to their personal hygiene independently. The childminder encourages children to use the toilet and teaches the importance of washing off the germs from their hands. This helps promote children's understanding of good hygiene.

Parents provide their children with nutritious meals. Children are learning to try a healthy range of foodstuffs. However, the childminder does not always maximise learning opportunities to strengthen children's understanding about how these contribute to a healthy lifestyle or enhance their independence skills further. For example, the older children are not encouraged to drink from an open cup or pour their own drinks and the childminder does not talk about the benefits of healthy foods. The childminder plans opportunities for children to be outside in the fresh air and to take daily exercise. They benefit from visits to local parks and a soft play centre. The childminder uses these visits to help children to develop coordination in large and small movements, and to climb and balance. They enjoy taking part in physical exercise, which helps promote a healthy lifestyle.

The childminder is a positive role model and helps children to learn to understand and cooperate with some boundaries. She reinforces positive behaviour and helps children learn how to put things right. Children behave well and learn how to resolve tussles and share toys. The childminder helps children learn to take care of their resources and the

environment. They help tidy resources away where they belong. The childminder teaches children how to keep themselves safe using simple and clear explanations about risks and safety action. She practises the fire drill regularly with the children, which means children are learning how to evacuate the home safely.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She is a reflective practitioner who keeps the quality of teaching practice and delivery of the educational programmes under review. She has met all the recommendations set at her last inspection, driving improvements. For example, she makes good assessments of children's learning and uses these to plan for their next stages in development. The childminder's attendance at training underpins her effective teaching practice. She uses her knowledge to make changes to her practice; consequently, children make good progress in their learning.

The childminder has attended training for safeguarding children. She ensures her assistant understands how to recognise child protection concerns and how to report these. As a result, they help to keep children safe at all times. The premises are safe and secure with effective safety procedures that the childminder and assistant follow. This ensures they are vigilant around the children and promote their safety well.

The childminder has good partnership with parents. They chat at the beginning and end of the day to share news about the children. Parents say they are pleased with how happy their children are in the childminder's care. Parents comment that the childminder is, 'Excellent at communicating,' and 'In short, she's our guardian angel.'

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	EY442515
Local authority	Buckinghamshire
Inspection number	985962
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	07/08/2012
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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