

Inspection date	14/01/2015
Previous inspection date	10/09/2009

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

- The childminder and her assistant form positive relationships with the children. Consequently, children are happy and settled in their care.
- The quality of teaching is good. Children make good progress due to the childminder's clear knowledge of child development. She uses observations of children's learning to identify and plan for the next steps in their development.
- Partnership with parents is strong. This supports continuity of care and learning and, as a result, outcomes for children are good.
- The childminder and her assistant demonstrate a good understanding of how to safeguard children in their care. This helps to ensure children are kept safe.

It is not yet outstanding because

- The childminder has not fully considered the length of some routines, such as circle time, so that children are not kept waiting for too long.
- There are fewer opportunities for children to see print in the outdoor environment to strengthen their understanding that words and symbols carry meaning.

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 had a tour of the areas used for childminding.
- The inspector observed the childminder, her assistant and the children during play.
- The inspector examined policies, paperwork and other documents.
- The inspector discussed the childminder's self-evaluation.
- The inspector spoke to parents and read testimonials to gain their views.

Inspector

Alison Southard

Full report

Information about the setting

The childminder was registered in 2004. She lives with her husband and two children in High Wycombe, Buckinghamshire. The whole of her house is used for childminding and there is a fully enclosed garden available for outdoor play. The family have pet chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is also registered to provide overnight care. The childminder works with an assistant. There are currently 11 children on roll in the early years age group, who all attend for a variety of sessions. The childminder and her assistant hold relevant early years qualifications.

What the setting needs to do to improve further

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

- review the daily routines, such as circle time, to ensure children are not kept waiting for too long
- strengthen opportunities for children to see words and symbols in the outdoor environment, to support their developing awareness that print and symbols carry meaning.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She provides a welcoming environment where children learn through play and exploration. The childminder talks knowledgeably about the children she cares for and demonstrates a good understanding of how to support their learning and development. When children first start, the childminder seeks information from their parents about their interests, care needs and development at home. The childminder and her assistant make observations of children's play and achievements, and make regular assessments regarding their stage of development. The childminder accurately identifies children's next steps for learning and plans ways to help them to achieve these so that children make good progress. The childminder carries out the required progress checks for two-year-old children. She involves parents with this check to ensure the accuracy of the assessment of their children. This helps the childminder to plan for children's individual needs accurately.

The childminder's good teaching techniques help to extend children's learning well. For example, children chose a story and the childminder encouraged them to find props. She

used mathematical language to describe the bowls and spoons in the story. Children sat and read with both the childminder and her assistant and also looked at books independently. This provides children with good opportunities to develop their interest in books. Labels and print in the indoor environment help children to learn that print carries meaning. However, there are fewer opportunities for children to see print and symbols in the outdoor environment to strengthen their understanding of this further.

The childminder provides lots of opportunities for children to develop their physical skills. They play outside using ride-on toys, fill pots with rice and visit the park to further develop their climbing and balancing skills. The childminder uses skilful questions to help children to think for themselves and models language effectively. She uses mathematical language during every day routines. For example, she asked the children to count the number of cups they needed at snack time. She provides children with opportunities to learn about differences between themselves and others by providing them with activities to discuss how they look. The childminder also offers children opportunities to celebrate different festivals and takes them on outings. This helps children to learn about other cultures and the world around them.

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

Children quickly settle in the childminder's home and develop positive and caring relationships with the childminder and her assistant. They show confidence and security as they move around freely, selecting toys and resources. The childminder makes sure that toys and resources are within easy reach for children, and learning experiences extend children's interests. The childminder provides children with adult-led activities along with activities they choose for themselves. For example, children took part in a group time which brought all the children together. This allowed children to learn to sit and talk in a group. However, some of the younger children lost focus due to the length of the group time and the distraction of other resources close by.

The childminder and her assistant use house rules and other strategies to manage children's behaviour. They share these with children. This helps children to learn what the childminder expects from them. As a result, children's behaviour is good. They play cooperatively and the childminder and her assistant enthusiastically praise children for their achievements. This boosts their self-esteem and confidence. The childminder helps children to develop an age-appropriate awareness of safety and how to keep themselves safe. For example, they learn about road safety when they go on outings and regularly practise the fire evacuation process.

The childminder promotes children's good health and hygiene effectively through activities and daily routines. They enjoy daily opportunities to spend time outdoors in the fresh air, which promotes their sense of well-being. They receive a variety of healthy meals and snacks, which include fruit and vegetables each day. The childminder sensitively supports children's developing independence, for example, by encouraging them to gain self-care skills with toileting and dressing themselves. Children learn about hygienic practices, for instance, because the childminder reminds them that they need to wash their hands

before eating. The childminder and her assistant also help the children to display appropriate table manners. They encourage discussions as children eat, creating a positive, social experience. The support the children receive helps them to develop their independence and their social skills, which prepares them well for the next stages in their learning.

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

The childminder works extremely hard to create a setting that is welcoming, stimulating and safe. She has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She is fully aware of the safeguarding and welfare requirements and ensures her policies and procedures meet these. The childminder shares her policies and procedures with parents. This helps to make sure they are clear about her service and how she cares for their children. The childminder fully understands the importance of her role in protecting children and is aware of the procedures to follow should she have concerns about a child. The childminder has put in place measures to ensure her assistant receives relevant training to also meet these requirements. Risk assessments and regular safety checks ensure children can move safely and freely in their environment. The premises are secure; safety gates are in place and the childminder and her assistant supervise children at all times. Consequently, this helps ensure children are kept safe while in their care.

The childminder demonstrates a good capacity for continuous improvement and improving the outcomes for children. She shows her commitment to the development of her provision. For example, she evaluates her practice effectively and she targets areas for improvement well. Both the childminder and her assistant attend training whenever possible. The childminder attends network meetings and shares ideas with other providers. She seeks feedback from parents, children and her assistant through questionnaires and discussions. She uses the knowledge she gains to improve the service they provide. She demonstrates a good understanding of the learning and development requirements and has effective systems in place to monitor children's progress effectively. This enables the childminder to plan for children's individual needs well.

Partnerships with parents are strong. The childminder works together with parents and they share information and children's achievements between the setting and children's homes.

Parents report the childminder offers 'interesting experiences' and they are very happy with the care and support their children receive. The childminder has the knowledge to contact relevant agencies when she feels children need additional support. She fully recognises the importance of developing relationships with other providers and professionals, to enable them to work in partnership for the benefit of the children. For example, she has made links with the local pre-school to help provide a cohesive approach to children's learning. This helps all children to make good progress and to move on to the next stages 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	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	EY297200
Local authority	Buckinghamshire
Inspection number	833942
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	10/09/2009
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, 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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