

Inspection date	22/01/2013
Previous inspection date	22/11/2011

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 educational programmes help children make progress in their learning across a broad range of development outcomes.
- Children show good progress in all the key areas of learning; they are confident and self-assured and show good levels of independence.
- There is a secure understanding of safeguarding and welfare issues. The childminder provides a safe environment in which children can play and learn.

It is not yet outstanding because

- the childminder does not use self-evaluation effectively to identify areas for development and to drive forward improvements to the service she offers
- outdoor areas are not yet used to their full advantage to create an effective learning environment.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 read letters and questionnaires from parents to ascertain their views.
- The inspector read the childminder's self-evaluation to support the childminder's views on her own practice.
- The inspector observed the childminder's practice and the impact this has on children's learning and welfare.
- The inspector discussed the childminder's understanding of her roles and responsibilities and looked at documentation to support this.

Inspector

Carolyn Hasler

Full Report

Information about the setting

The childminder registered in 2001. She lives with her husband and two teenage children in Newport Pagnell, Buckinghamshire. The childminder uses the whole of the ground floor of the property for childminding, with sleep and toilet facilities available in this area. There is an enclosed rear garden for outdoor activities. The childminder attends local activities

with the children such as toddler groups, park and library. The childminder takes and collects children to and from the local schools. 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 and four older children who attend before and after school.

What the setting needs to do to improve further

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

- improve the use of self-evaluation to drive forward improvements to the service.
- improve the use of outdoor areas to give opportunities for investigations of the natural world, for example by providing wind chimes, streamers, windmills and bubbles to investigate the effects of wind.

Inspection judgements

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

The educational programs help children make progress in their learning across a broad range of development outcomes. The childminder ensures children have an environment, which enables learning to take place. She offers them lots of exciting and well thought out activities to keep them fully engaged. Planning covers a range of topics, and engages their imagination and interest. This helps them to extend what they know and can do across other areas of learning. Children show motivation, explore resources and choose their own ways to do things. This helps them make good progress towards the early learning goals.

Children show good progress in all the prime areas of learning. They are confident and self-assured, showing good signs of independence and actively seeking learning opportunities for themselves. They communicate their thoughts and feelings well and ask questions showing that they can think critically and make links. They move around their environment confidently and handle objects and tools safely and with skill. This helps them to broaden development and skills in other specific areas of learning, which prepares them for nursery and school experiences.

The childminder successfully engages parents in conversations about children's progress. These cover both self-care skills, and learning and development issues. She shares

information with parents to establish what children can do and to blend learning experiences between both environments. This helps children gain a consistent learning experience.

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

Children build strong attachments to the childminder. The childminder shows a caring attitude towards children and offers parents support. She reports that older children help and support younger children in their challenges. This enables children to observe good examples of positive relationships and is reflected in the relationships they form with others. Children show cooperation and sharing skills while they play. They enjoy each other's company and ask after children who are not there with interest. Well-planned activities and resources help children to learn about other communities and lifestyles. This helps them build a strong interest in the difference between people

Children have a good understanding of how to behave and this helps them treat themselves, others and the environment with respect. Consistent boundaries help them to understand how to keep safe. Their self-care skills enable them to complete simple tasks such as toileting and hygiene routines, and managing clothing and fastenings. Children who attend this provision enjoy a range of activities designed to encourage their physical development. They practise skills such as jumping, kicking balls and climbing, which help them to be more aware of how their bodies work. They recognise when they are hungry or tired and are confident to express their needs. The childminder and parents work together to ensure children understand how to keep healthy. They ensure children receive healthy and nutritious meals and snacks.

Children have access to both indoor and outdoor spaces. However, the childminder does not provide outdoor activities which cover a range of learning experiences across all areas of learning. Overall, teaching is strong and the childminder offers children a good range of opportunities to prepare them for their next stage in learning.

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

The childminder provides a good educational programme. Planning and assessment are strong and this means that the childminder is able to identify children's needs and take steps to support their development.

There is a secure understanding of safeguarding and welfare issues. The childminder provides a safe environment for children to play and learn. She demonstrates a good understanding of child protection procedures, and has a policy for the use of mobile

phones and cameras. She ensures that those adults who have regular contact with children are appropriately checked. The childminder has a range of policies and procedures to support the welfare and safeguarding of children. She shares these with parents during initial contact.

The childminder has completed a self-evaluation process and is aware of her strengths. She has made improvements to her service since the last inspection by addressing weaknesses raised in the past. However, she is less confident in assessing her own practice to identify areas for further development. She has an up-to-date first aid certificate and has completed a range of childcare courses in the past. She has plans to continue this by exploring different training options offered through her local authority.

Links between the childminder, parents and other nursery providers are strong. Information sharing enables all parties to have a clear understanding of each child's development. It supports a combined and effective strategy to enable children to make the most of learning in their formative years.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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	155246
Local authority	Milton Keynes
Inspection number	814206
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22/11/2011
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 that are usually their 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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