

<b>Inspection date</b>	05/02/2013
Previous inspection date	08/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 inviting indoor learning environment engages children in purposeful play and provides many opportunities for them to develop their learning styles.
- The childminder understands how young children learn and this enables her to support and meet their needs consistently well.
- The childminder makes effective use of information from children's observations, parents and other practitioners to inform her activity plans. She consistently identifies and plans the next steps for each child; this support equality and inclusion for children very well.
- Partnership with parents is a key strength of the childminder's provision. She provides parents with useful information so that they understand how children experience learning in accordance with the Early Foundation Stage.

#### **It is not yet outstanding because**

- The childminder does not make full use of the garden to support children's learning across all areas throughout the year.

## 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 observed children's activities indoors.
- The inspector looked at children's assessment records and discussed activity plans with the childminder.
- The inspector reviewed suitability information with the childminder and checked qualifications.
- The inspector reviewed documentation, self-evaluation and discussed improvement plans with the childminder.
- The inspector took account of information from the childminder's parents' survey.

## Inspector

Cordalee Harrison

## Full Report

### Information about the setting

The childminder registered in 1988. She lives with her husband and an adult family member. They live in Newport Pagnell, Buckinghamshire. The childminder uses the whole of the ground floor of her home for minding and washing and toilet facilities are available at this level. There is an enclosed garden available for children's outside play. The

childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently, there are seven children on roll, of these six are in the early years age group. The childminder cares for children with special educational needs and/ or disabilities. She holds a level three qualification in childcare and education.

### **What the setting needs to do to improve further**

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

- improve planning for outdoor activities to make the garden more inviting to children across the seasons. To enable children to make consistent use of this resources support and extend their learning across all areas.

### **Inspection judgements**

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

The indoor environment is inviting to children and this stimulates their natural instinct to play and learn. The childminder understands how young children learn and this enables her to motivate the children and engage them in activities. Children extend their learning across all areas because the childminder provides the support they need. This keeps children's learning moving forward at a good pace in consideration to their expected developmental level and ability. The childminder is providing solid foundations for children's ongoing learning and development, helping to prepare them for their transition to school.

The childminder makes effective use of the information that she gains from regular observations of children's activities. She combines this with information from parents and other providers where this applies. Children learn seamlessly across all areas, because the childminder plans activities thoroughly. For example, the pretend play allows the childminder to ask open questions, this encourages children to think and respond with words. The shopping activity provides the opportunity for children and childminder to talk about a variety of fruits and vegetables. Children consolidate their understanding of colours as they describe the yellow lemon and the green peas. They develop their understanding of the world and technology as they use the till with coins and credit cards to complete the purchase. The childminder adds reality to the play as the children prepare the banana for snack. They show good coordination as they use tools to cut the fruit. They test their senses and use words such as sticky and sweet to describe the texture and taste that they are experiencing. Children show that they are developing good social skills

as they share the fruit with the childminder. The childminder welcomes the children's interaction, she thanks them and this pleases the children encouraging them to offer more. They know that their behaviour is wanted. The childminder is the children's interested and knowledgeable learning partner. The childminder knows that she is an essential learning resource for the children.

Children have many opportunities to develop their physical skills and the childminder promotes healthy life styles. As they play in the garden, walk in the local area and visit places of interest, they gain first hand experience of activities that promote their good health. However, the childminder does not make full use of her garden to support children's learning across all areas through the year. For example, there are high points during the spring and summer, where children plant and grow soft fruits and vegetables. However, the childminder is less creative about the use of this space to support children's learning during the winter months.

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

The childminder is clear about children's starting points. She relates her observations and information from parents and others professionals, closely to guidance such as 'Development Matters in the Early Years Foundation Stage'. This enables her to provide activities and learning experiences that are in keeping with children's developmental stage. Additionally, it enables her to provide appropriate levels of challenge for each child. For example, where children are progressing less quickly to communicate with speech; she uses picture exchange and repetition of words to reduce delay in this area of learning for them. When children are less confident to walk independently she makes sure that there is support and clear space for them to move between favourite toys that she puts in place to entice them. The childminder shares her knowledge and plans for children's progress with parents. They exchange information regularly so that both parties work to a common aim for the benefit of each child over time.

Close working relationships between the childminder, children and parents builds parents' confidence and trust in her. They know that children's interests are central to the childminder's childcare practices and this puts them at ease to share sensitive information with her. This enables the childminder to meet children's individual needs precisely. For example, she attends professional meetings to support children and their parents. This helps to make sure the correct strategies are in place for children with special educational needs and/ or disabilities. This supports continuity for these children and reduces opportunities for gaps in their learning and development. Equality is at the centre of the childminder's practice and the individual arrangements that she makes for children. Interaction between the childminder and children is warm and friendly; laughter and smiles are commonplace. This shows that children are making secure attachments in their relationship with her. Children enjoy learning and this motivates them to do better; the good quality learning that children are experiencing promotes their readiness for school and life.

Children are learning to expect good care in regards to their personal health and hygiene'

The childminder attends to their hygiene needs promptly. In addition, she supports them to learn good hygiene habits through regular routines, such as hand washing before handling food. The childminder supports parents to provide children with balanced and nutritious food. She extends this area of children learning to help them to understand how to make healthy choices about what they eat. Fresh drinking water is available to the children throughout the day. The safe environment of the childminder's home helps to increase children's independence and confidence. Children practise evacuation of the premises with the childminder and she raises their awareness of road safety, as they practise the green cross code under her guidance. The childminder is supporting children well to learn about different aspects of health and safety over time.

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

The childminder demonstrates good knowledge, skills and ability, which enables her to consistently meet the requirements for learning and development, safeguarding and welfare. Overall, the childminder makes effective use of planning, assessments, monitoring and available guidance documents. This enables her to support children to make good progress in their learning and development. In addition, she makes ample good quality play resources readily accessible to children. She also uses them to deliver interesting and challenging educational programmes to cover all areas of learning. The childminder is experienced at working closely with parents to secure appropriate and timely intervention for children with special educational needs and /or disabilities.

The childminder is careful and confident to meet the safeguarding and welfare requirements. She knows what to do if concerns arise about children's well-being. Her procedure for dealing with such concerns is in keeping with guidance from the Local Safeguarding Children Board. Additionally, she shares safeguarding information with parents so that all parties are clear about her responsibilities in this regard. The childminder makes effective use of risk assessments and this enables her to identify and minimise risks in environments at home and on outings. This enables her to meet children needs in safe and secure surroundings at all times. She sets children good examples and high expectations for their safety. The childminder supervises children closely and makes sure that she can always see or hear them. The childminder maintains the required documents and records to safeguard and promote children welfare and these support the efficient running of her provision. For example, her record of children's attendance is accurate and up to date. The childminder meets the requirements for the compulsory and voluntary parts of the Childcare Register.

The childminder's self-evaluation is objective and this enables her to identify strengths in her performance and to plan for ongoing improvements. For example, she has implemented the recommendation from her previous inspection. She maintains essential qualifications such as first aid. Additionally, she has achieved a level 3 qualification, in childcare and education. This has increased her confidence to engage fully with parents and share information with them about how children learn and, what they can do to support their children. Parents praise the childminder highly; they commend her for the

respect she shows in valuing their input and acting on their guidance. They particularly praise the childminder for her educational programmes to promote children personal, social and emotional development. They highlight children's growing confidence to join in with others. The childminder has plans in place to gain information from sources such as the local authority and other professional organisations, in preparation for completing the assessment for children at age two, when the need arises.

### 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

<b>Unique reference number</b>	141527
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	846572
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/01/2009
<b>Telephone number</b>	

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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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