

<b>Inspection date</b>	18/02/2013
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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How well the early years provision meets the needs of the range of children who attend		3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children enjoy warm relationships with the childminder and her family.
- Partnerships with parents are satisfactory and the sharing of information helps to support children's welfare and learning.
- The childminder takes steps to keep children safe and secure.

#### **It is not yet good because**

- Observations, assessments and planning are not consistent and precise in order to ensure that children make good progress.
- The childminder does not provide a wide enough range of toys and activities to help children to make good progress in their all-round development.

## 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 in the kitchen and play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's records, the childminder's self-evaluation form and a selection of policies.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her family in Fishermead in Milton Keynes, Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her provision is open all year round from 8am to 6pm Monday to Friday except for family holidays agreed in advance. On occasions, the childminder works with her daughter as her assistant and she also offers overnight care. She is currently minding two children under five years. In addition, the childminder cares for five children over five

before and after school. Children attend at various times and on different days.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the delivery of the educational programmes by consistently observing and planning for children's next steps in learning
- provide more toys and activities to further support and extend all areas of children's learning

### **Inspection judgements**

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

Overall, children make satisfactory progress in their learning. The childminder has a sufficient understanding of how children learn and develop. However, her system for observation and assessment is not yet consistent or precise to secure children's on going progress well. Through daily discussions, parents share information about their children's activities and interests. The childminder encourages parents to talk about what their children like to do at home to complement their learning when they are in her care.

The childminder supports young children's physical development as they sit and ride, and push along different toys. They pull themselves to standing, walk around furniture and begin to take steps on their own. Children develop satisfactory communication skills as they respond to the childminder's questioning, begin to repeat some words and copy animal sounds. Furthermore, they mimic the childminder chatting on the telephone. Their literacy skills develop through looking at books and listening to stories. They enjoy using props such as toy farm animals and explore the sounds these make. Children practise their early writing as they draw with pencils and chalks. Younger children are able to make marks on paper with crayons, gaining skills that will help them when they move on to school or nursery. Children find out about other people's beliefs, for example, as they talk about festivals such as Eid.

Children develop their problem-solving skills and increase hand-eye coordination as they build with bricks. They enjoy singing number songs and rhymes and during cooking activities, they weigh and measure ingredients. Children use their imaginations sometimes as they decorate cakes and push the doll in the buggy. However, they have fewer opportunities to engage in role-play or arts and crafts to further encourage their creativity and imaginations. Children smile in response to successfully pressing the keys on the

musical toys and enjoy dancing to music.

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

Children settle slowly and build warm relationships with the childminder until they are happy for their parents to leave. The childminder helps children to learn to share and join in games so they learn to take turns. They receive encouragement and praise, which promotes their confidence. The childminder provides some toys and activities to support children's all-round development suitably. Children are not able to select from a wide range of toys and activities in order to further develop and challenge their learning, so progress is quicker.

Children learn to lead healthy life styles. They enjoy fresh air and exercise when they go on outings to the park. These outings extend their experiences too as they observe living things, such as trees and animals. The childminder provides healthy snacks and parents generally provide packed lunches. Younger children enjoy cuddles as they settle comfortably to drink from their bottle on the childminder's lap, showing they feel emotionally secure.

The childminder's home is clean and well-maintained. Children follow appropriate hygiene routines through the routines of the day. They do not attend when they are sick in order to minimise possible cross-infection. The childminder has suitable procedures in place for administering medication and managing accidents. She helps children to keep safe by talking about road safety when they go on outings. Suitable fire fighting apparatus is in place and the childminder has an emergency evacuation procedure.

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

The childminder completes a self-evaluation on line to help her monitor her childminding provision. Since the last inspection, the childminder has taken steps to successfully improve children's safety and welfare. The childminder maintains her first aid qualification and expresses a keen interest in further developing her knowledge, skills and practice to benefit the children.

The childminder has a sound awareness of the Local Safeguarding Children Board procedures. She knows the procedures to follow if she is concerned about a child. Adults in the home are cleared as suitable to be with children. In addition, visitors are discouraged during childminding hours to further safeguard the children. The childminder takes steps to make the premises safe. For example, stair gates are in place and cleaning products are stored out of reach. Overall, the childminder demonstrates a satisfactory understanding of her responsibilities in relation to meeting the learning and development requirements. She observes children during their play. She understands the need to complete the progress check for two-year-olds, when required and has suitable systems to achieve this.

The childminder establishes satisfactory partnerships with parents. Information is shared about the children's individual needs and interests. The childminder offers daily feedback about children's routines and activities. The childminder shares her policies and procedures with parents, so they are aware of her childminding practices.

### 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>	EY422808
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	769426
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/11/2011
<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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