

Inspection date	09/09/2013
Previous inspection date	16/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children settle well and make satisfactory progress in their learning and development.
- The children are cared for in a hygienic, safe and secure environment in which they freely explore and investigate.
- The childminder evaluates the effectiveness of her childminding service and she is keen to make continuous improvements to benefit the children.
- The childminder has trusting partnerships with parents who feel reassured by the positive care that their children receive.

It is not yet good because

- The childminder does not have robust systems to fully support and promote children's learning.
- Children have too few opportunities to explore a wide range of natural materials and every day objects.
- Background noise is not kept to a minimum to help children to focus during activities.
- There are too few toys, resources and activities to help children to learn about diversity in society.

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 observed activities in the play room.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observational files, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents' letters on the day.

Inspector

Kim Mundy

Full Report

Information about the setting

The childminder registered in 2009. She lives with her partner and two young children in Bradwell in Milton Keynes, Buckinghamshire. The whole of the childminder's home is available for childminding and there is a garden for outside play. The childminder walks to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 8am to 6pm Monday to Friday except for family holidays agreed in advance. In addition, she offers occasional overnight care. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range and three children over five years of age before and/or after school. Children attend for different sessions.

What the setting needs to do to improve further

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

- improve the planning and assessment procedures and clearly identify children's next steps for learning.

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

- provide opportunities for children to explore natural materials and every day objects
- keep background noise to a minimum so as not to distract the children
- provide toys, resources and activities to help children to learn about diversity in society.

Inspection judgements

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

Children enjoy the time they spend with the kind and caring childminder. They begin to develop their independence skills as they help themselves to some toys and resources. Children make satisfactory progress in their early mathematical skills and they learn about turn taking and sharing; for example, as they build a tower with bricks. The childminder helps young children to count to three and to name some shapes and colours. Children

begin to learn about measurement as they fill and empty containers in the sand and water play. They find out how things work and develop fine muscle skills as they explore programmable toys, which involve pressing buttons and turning knobs to make music play and lights flash.

The childminder encourages children to develop their communication and language skills. She talks to them during their play and asks simple open questions, which require their responses. Young children babble excitedly and use recognisable single words, which the childminder repeats back to them. The childminder encourages children's interest in literacy by reading stories. However, because the television is on in the background, children do not fully focus and are easily distracted. Children practise their early writing as they make marks with paint and crayons.

Children celebrate some festivals such as Christmas and Easter. However, they do not find out about a wider range of festivals or use a range of toys and resources to promote diversity. This means that their opportunities to learn about other peoples' beliefs and diversity in society are limited. Children explore some different textures such as paint and dough. However, they have fewer opportunities to explore natural materials and everyday objects. The childminder provides daily opportunities for children to develop their large physical skills. Children enjoy going on the slide, playing ball games, pushing dolls in the buggy and ride on toys. They learn to use tools such as screwdrivers as they attempt to place the screws at the toy work bench. Overall, the childminder helps children to make satisfactory progress in preparation for moving on to nursery and/or school.

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

The childminder plans individual settling in times for the children so they are comfortable and secure in her care and homely environment. Children have close relationships with the childminder who is kind and caring. They respond with squeals of delight to the childminder's praise and encouragement, which helps to develop their confidence and self-esteem. From an early age the children begin to learn to play cooperatively by sharing and taking turns during their play.

The childminder keeps her home clean and well maintained for children to explore freely. She helps children to learn good hygiene practices to minimise cross infection, for example, they wash their hands during the routine of the day. The childminder places a strong emphasis on helping children to feel safe. They help to keep their play room safe by tidying away their toys when they become a tripping hazard. Children practise the emergency evacuation procedure and learn about road safety. The childminder has effective procedures for medication administration and she holds a first aid certificate, which helps her to deal appropriately with accidents.

The childminder talks to parents about their child's dietary requirements when they first start. Parents provide their child's meals and the childminder provides healthy snacks. Drinking water is freely available throughout the day so children help themselves when they are thirsty. Children enjoy daily fresh air and exercise when they use the

childminder's garden, collect the older children from school and visit local parks. Suitable furniture and equipment is available to meet the children's individual needs such as a double buggy, high chair and suitable nappy changing arrangements. As a result, the childminder promotes children's health and welfare effectively.

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

The childminder has effective arrangements for safeguarding the children in her care. She has relevant child protection information in place so that parents are aware of her responsibilities. The childminder places a strong emphasis on children's safety and she carries out effective risk assessments. She takes necessary steps to ensure children's safety, for example, stair-gates are in place and hazardous items are out of reach. The childminder keeps necessary records for medication administration and holds a first aid certificate. The childminder reflects on her practice and evaluates her childminding service. She recognises her strengths and areas for future development and states that she is keen to attend training courses to extend her knowledge of child care and development.

The childminder has a satisfactory understanding of her responsibilities in meeting the learning and development requirements. She discusses the children's development with parents when they first start. However, the childminder has not developed sound systems to securely identify the stage of development of the children and therefore, they are not always provided with challenging experiences in all areas of learning. The childminder is aware of her responsibility to carry out the progress check for two year olds and to involve their parents in this process.

The childminder works effectively in partnerships with parents and carers. She exchanges information daily to keep parents up-to-date with their child's routine and activities. The childminder takes photographs of children enjoying activities and talks about their activities with their parents. Her paperwork is well organised and she shares relevant policies and procedures with parents so they are fully aware of her service. Parents' letters are complimentary about the childminding service they receive.

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	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 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 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	EY396723
Local authority	Milton Keynes
Inspection number	906101
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	16/02/2010
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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