

**Inspection date**

20/08/2013

Previous inspection date

09/02/2011

**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**

- Children have fun and enjoy the activities, and make good progress in their learning and development.
- The childminder works well in partnership with parents and others in order to meet the children's individual needs.
- The childminder positively promotes children's health, safety and welfare.
- Children enjoy playing outdoors in the childminder's garden and develop good physical skills.

**It is not yet outstanding because**

- Although the childminder encourages children's literacy skills through books, she does provide extra resources to further spark their interest and enthusiasm.
- The childminder does not take all opportunities to encourage children to write for a purpose.

## 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 lounge, dining room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records.
- The inspector took in to account comments from parents in 'thank you cards'.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

The childminder registered in 1998. She lives with her husband, daughter and grandchild in Bletchley in Buckinghamshire. On occasions, the childminder works with her husband and/or daughter as her assistant. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder walks or drives 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 6am to 6pm Monday to Friday except for family holidays agreed in advance. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age range on different days. She also cares for children over five years of age before/after school.

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

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

- provide further activities for children to experiment with writing throughout their play.
- Develop further opportunities to increase children's interest in, and enjoyment of, books.

## Inspection judgements

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

The children enjoy the wide range of activities on offer and playing with their friends. The childminder plans and provides activities to help children to make good progress in all areas of learning. She uses effective teaching techniques such as open questioning and making suggestions. Children help themselves to a good range of toys and resources available to them and make choices as to whether they play indoors or outdoors.

Children express themselves creatively and imaginatively as they paint, stick, play musical instruments and participate in make-believe play. They are very enthused by the art and craft activities and enjoy sticking different materials. They share, take turns, and concentrate well on tasks, for example, as they excitedly make designs with glitter paint on the initial letter of their name. Children enjoy books and stories, although the childminder does not fully extend their interest through, for example, the use of interesting items, puppets and props.

The childminder plans activities, which help children to increase their mathematical skills. For example, they enjoy various construction toys and games, which involve colour, shape and number. They explore measurement during water play as they fill and empty containers and weigh ingredients when cooking. The childminder extends their learning by asking them to describe what they can feel.

Children have many good opportunities to develop large muscle skills as they ride and steer scooters and cars, skip, play skittles, bounce and climb on apparatus. They develop good small muscle skills as they post shapes and fit puzzles together. Children find out about living things as they feed the goats at the farm and enjoy walks through the woods while observing the creepy crawlies. These activities help to prepare children well for the next stage of their education.

The childminder provides children with opportunities to explore early writing, such as, making marks with their fingers in paint and using chunky crayons and chalks. However, she does not fully extend these skills by providing opportunities to write for a variety of purposes such as shopping lists.

Children build on their good knowledge of technology as they chat on the telephone and use cash tills and swipe cards when playing shops. They make colourful dragons and taste different foods as they learn about other people's beliefs and celebrate festivals such as Chinese new year.

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

Settling in procedures are individual to the children so that they happily separate from their parents. Parents provide the childminder with a lot of information about their children when they start. Therefore, this helps her to plan and provide activities to interest the children. Children behave very well and they have close relationships with the childminder and her family. They are full of confidence because the childminder praises and encourages their achievements. Children play well together; they share and take turns as they join in activities and games. They learn to make good choices and enjoy the sticker reward system.

Children enjoy daily fresh air and exercise, which helps to keep them fit and healthy. The childminder places emphasis on the safety of the children. Her home has ample space, in which children can freely explore and investigate. Children learn to keep safe as they participate in the emergency evacuation procedure, learn to cross roads safely and to learn to use tools such as scissors.

Children develop a good understanding of living healthy lives. The childminder provides a choice of fruit for healthy snacks and parents provide packed lunches. At all times, children are able to help themselves to drinks when they are thirsty. Good hygiene practices are apparent throughout the routine of the day. For example, children wash their hands before snacks and after using the bathroom. The childminder implements a suitable

sick child policy in order to minimise possible cross infection. She holds a current first aid certificate and has effective systems in place to administer and record medication and first aid treatment. Parents provide required information and written permissions to enable the childminder to promote children's continuing good health and well-being.

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

The childminder is very clear about her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps up to date with safeguarding issues, for example, by completing child protection training. Effective safeguarding procedures are in place to protect children. Risk assessments cover all areas of the premises and outings to support children's safety and security. The childminder has all of the necessary paperwork in place such as a daily record of children's attendance.

As part of her self-evaluation, the childminder reflects on her practice. She values the views of the children and their parents to plan and provide her childminding service. The childminder is keen to make continuous progress and to further develop her knowledge and skills. She has a good understanding of the learning and development requirements. She is aware of her responsibility to track children's progress and to carry out the progress check for children aged two years. The childminder knows the children really well and caters for their individual interests to support and further complement their learning during the time they spend with her.

Partnerships with parents are well established and the childminder shares information through regular daily discussions about the children's learning and development and policies and procedures. The childminder works in partnership with others if the need arises, for example, school teachers. She appreciates that this supports children's continuous learning. Thank you cards seen at the inspection, note parents positive comments about the good childminding service they receive.

### **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 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

<b>Unique reference number</b>	141292
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	930779
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	09/02/2011
<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, 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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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