

Inspection date

Previous inspection date

19/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are happy and form secure attachments with the childminder, as she fosters caring relationships well. Consequently, children settle quickly and have a sense of belonging, which supports their confidence.
- The childminder has a secure knowledge of how children learn and plans activities that are purposeful and effectively support all areas of learning.
- Relationships with parents are strong and contribute well to children's learning and development needs.

It is not yet outstanding because

- The childminder misses opportunities for children to develop their counting skills in everyday play and activities.
- There are fewer opportunities for children to freely explore and enjoy books in order to strengthen their interest in reading.

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 children's activities in the lounge, kitchen and the garden.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at the records kept and viewed a selection of policies, procedures and children's records.

Inspector

Maxine Coulson

Full Report

Information about the setting

The childminder registered in 2013. She is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged three and one year. They live in a two bedroom house on a residential road in Middleton, close to the centre of Milton Keynes. The whole of the house is available for childminding except her children's bedroom. There is a fully enclosed garden available for children's outside play. The childminder walks and drives to local schools to take and collect children. There are currently six children on roll. Children attend for various days and sessions.

What the setting needs to do to improve further

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

- extend children's understanding of mathematical language through everyday play and routines
- develop further children's enjoyment of books by, for example, displaying them attractively at child height.

Inspection judgements

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

The childminder has a good knowledge of how children learn through play. She plans activities that are built around children's interests. Consequently, children are motivated and engaged in stimulating learning opportunities. Children's progress is accurately tracked to ensure children are making good progress in relation to their starting points. Development records contain photographs of children's play, written observations and assessments that clearly identify children's next steps in their learning. The childminder uses this information to support children in their play. For example, she plans painting and chalking on the ground to help develop young children's early writing skills and has further plans to introduce play with gloop, sand and water to help children become independent learners and gain confidence to try new things. The childminder responds well to children's needs as she knows them well. For example, she asks a young child, who is losing interest in playing, 'have you had enough now, should we go and get a snack?' This helps children to feel valued and develop an understanding of the daily routine. The childminder supports children's development of language as she talks to them during their play. She repeats words for very young children for example, as they play with farm

animals and look at a poster that shows pictures of them as well. This allows children to practise their developing speech and build their vocabulary. Children have some opportunities to develop their understanding of counting and number, for example, through singing number rhymes and when reading stories. Children explore volume and capacity as they empty and fill containers with water. However, the childminder does not make the most of other play activities and routines to spontaneously develop children's understanding of mathematical language further. For example, when sorting cups and plates, the childminder did not encourage children to count how many they had, or model language such as 'more', 'less' or 'fewer'.

Children are active learners who show a keen interest in what they are doing as they are engaged and involved in their play. Children learn and do so while having fun, with lots of giggles and laughter taking place. The childminder has caring relationships with the children and they feel valued and are secure in their relationship with her. She supports children's self-confidence while offering learning experiences. For example, the childminder takes children to toddler group sessions, which enables them to mix with other children, enhancing opportunities for them to learn to share and take turns. Additional learning experiences, such as, visits and walks into the local community, enhances children's understanding of the world. The childminder uses local parks and large play equipment to further promote children's physical development. Children develop their independence as they self-select toys from the storage boxes and make choices about where they want to play and the resources, which they need to use. Although there is a good range of books available for the children to help support their engagement with literacy, these are not stored at children's eye level. Therefore, they are not always able to self-select books for their own enjoyment.

The childminder documents, in a daily diary, children's care routines and a brief explanation of activities they have taken part in. She regularly provides photographs and information about children's development and parents access this at their leisure through a secure website. The childminder gathers information from parents during initial transition visits regarding children's individual care routines. Similarly parents are engaged in children's initial assessments to evaluate their starting points for learning. Parents comment that they are delighted with the service the childminder offers.

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

The childminder warmly welcomes children into the home resulting in children feeling very safe and secure as she forms strong emotional attachments with them. Children feel confident in making choices because the childminder supports their growing independence. Their emotional well-being is further enhanced as she follows their individual routines to maintain an individual approach to their care. All care routines, for example, children's sleep patterns, potty training and dietary needs are all agreed with parents, resulting in children's emotional well-being being supported. The childminder effectively supports young children's development of their self-help and personal skills. She helps children to manage their own needs by encouraging their personal independence, such as washing hands, managing clothing and feeding themselves,

according to their age and stage of development. Consequently, children are supported well to develop those skills necessary for them to successfully manage their own basic hygiene and personal needs.

Children demonstrate good levels of behaviour. This is because the childminder helps children to learn about and are beginning to understand, behavioural expectation. For example, children listen to and respond positively to instructions, such as, sitting down when eating in order to keep them safe. The childminder regularly praises and encourages children therefore, building their self-esteem and confidence resulting in children feeling valued. The childminder provides a healthy diet for the children as agreed with parents. Children learn to manage their need for a drink as they access their own drinks of water in order to prevent them from becoming thirsty. Children learn to manage risks as they play outdoors and have opportunities for climbing, running freely and using wheeled toys to support their physical skills. As a result, children begin to understand the importance of healthy lifestyles. Additionally, the childminder has a good understanding of the importance of helping children develop those skills necessary to aid a smooth transition when they move to other provisions, for example, pre-school and school.

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

Arrangements for safeguarding and supervision of children are good. The childminder is aware of her responsibility for reporting any incidents regarding the welfare of children to Ofsted. She has developed the procedures for keeping children safe. The home is risk assessed and she involves children in discussions about safe practices, for example, she explains in clear, simple terms about how to walk over the doorway into the garden safely, so as not to fall. She carries out regular fire practices and ensures all children are able to take part, whatever their ages. As a result, children develop a good understanding of their own role in keeping safe. All required policies and procedures are in place and are robust to support children's care and learning. Children are safeguarded on all outings with all risks being assessed and managed. The childminder has a good understanding of safeguarding and knows who to inform of any concerns and of her role in protecting children.

The childminder uses her secure knowledge of the Statutory framework for the Early Years Foundation Stage to plan for children's individual needs. This means children are beginning to make good progress towards the early learning goals considering their starting points. She provides fun and challenging activities and plans them according to the children's own interests and ensures they cover all areas of learning. The childminder has a good understanding of her strengths and weaknesses and has a strong commitment to developing her practices. For example, the childminder has further developed the planning to meet children's individual needs and reviews all documentation annually. As a result, children continue to make good progress. The childminder has a positive approach to her own professional development; she is proactive in seeking further training in developing her skills in childcare to improve outcomes for all children. The childminder has developed good relationships with parents and shares information about their child's day

with them. They share what they know about their children before they attend; completing all required consents and documentation to ensure the childminder is aware of their children's needs. Therefore, a consistent approach to their children's learning and development is maintained. The childminder is aware of the need to link appropriately with other providers. She has an effective system in place to work with other settings and information to hand for external agencies. This helps to further support children's learning and development.

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	EY460497
Local authority	Milton Keynes
Inspection number	909408
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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