

<b>Inspection date</b>	07/11/2013
Previous inspection date	15/01/2009

<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		2
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### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- The childminder plans a wide range of interesting activities which engage and excite children, such as the mud kitchen in the garden.
- The childminder is warm and affectionate with children who are settled and generally secure in her care.
- The childminder provides a safe environment for children because she carries out regular reviews of the areas where children play.

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

- Although the childminder demonstrates a reasonable knowledge of the action to take should an accident occur, she has not maintained a current first aid qualification. This is a breach of requirements.
- The childminder does not always follow her procedures for managing children's behaviour positively because she has a 'time-out' chair which sends out mixed messages to children.
- Self-evaluation is not fully effective because the childminder does not monitor her training programme to ensure that she always meets minimum legal requirements.

## 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 all rooms and the garden.
- The inspector had discussions with the childminder, her co-minder and children.
- The inspector discussed a spontaneous activity with the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

## Inspector

Hayley Marshall

## Full report

### Information about the setting

The childminder was registered in 2006. She lives with her husband and adult child in a village close to Milton Keynes. The childminder provides care from her daughter's home who is also a registered childminder in the village of Woburn Sands, Bedfordshire. The whole of the ground floor is used for childminding. There is an enclosed rear garden for outside play. The family have a cat and a turtle as pets.

The childminder provides care every weekday during term-time and school holidays. She is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The childminder currently provides care for four children in total, two of whom are in the early years age range. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The childminder provides care from 7.30am until 5.30pm Monday to Thursday with a 4.30pm finish on Fridays, except for Bank and family holidays.

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

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

- complete a full and relevant paediatric first aid qualification.

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

- implement consistently positive methods for managing children's behaviour to develop children's understanding
- develop self-evaluation to effectively monitor basic training to ensure all legal requirements are met.

## Inspection judgements

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

The childminder plans a wide range of activities for children to enjoy. She develops these to follow children's interests and extend upon their current knowledge and skills. The childminder has made a mud kitchen in the garden which feeds into children's interest in mixing media, measuring and outdoor play. Children engage in this activity for significant periods of time given their young ages. They pour water and add it to mud, watching the

changes this makes closely. The children use real kitchen equipment as they weight quantities on scales. This promotes their curiosity and early interest in mathematics as they begin to learn about shape, space and measure. The garden is a rich resource for children where they explore all areas of learning. They use chalks to make marks on chalkboards and enjoy counting how many times they can bounce on the trampoline. The childminder supports their physical skills well, as she encourages them to climb, stretch and ride bikes. Young children practice their early walking on the uneven surfaces, such as, grass and paving, moderating their speed and developing their balance.

Children are capable communicators who are keen to engage with adults to express their ideas and feelings. The childminder guides children's developing speech through gently repeating words they mispronounce and by asking them open-ended questions. The childminder and her co-minder engage children in constant talk throughout the day, asking their opinion and telling them about changes in the routine. This builds children's confidence in talking. When children do not make progress as the childminder might expect, she discusses this with parents. The childminder recommends further support, such as, attending speech and language drop in sessions, and focuses upon supporting children's language. This helps them to make good progress.

The childminder conducts thorough observations of children in order to plan for their next steps in learning. These are well-informed and target areas which have good effect on moving children's progress forward. The childminder discusses every aspect of children's learning with parents and provides ways for parents to share their own observations. For example, children have a diary where parents and the childminder exchange daily information. Children's learning journals give examples of their work, photographs and tracking documents that chart their good progress. Parents enjoy reading these and comment upon children's eagerness to attend the childminder's care. This helps children to experience continuity in their learning. The childminder communicates with local pre-schools where children attend to share plans for learning. This means that she is able to fully complement children's learning and build upon what they already know. Children develop into independent learners who make choices about what and how they play. The childminder teaches children about trial and error, as she encourages them to persevere with activities, such as stacking blocks on top of each other when building a tower. This equips them well with the skills they need to be confident and resilient, preparing them for their future learning and eventual entry into school.

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

The childminder provides a warm and welcoming environment. She teaches children about diversity through playing with small world figures, and acts as a positive role model in welcoming all families. The close relationships the childminder forms with parents mean that children settle quickly and are content in her care. The childminder and her co-minder are affectionate with children. They cradle them as they fall asleep and are attentive and considerate towards their individual needs. This helps children to develop their self-esteem. Children are prepared suitably well for changes, because the childminder helps children to understand about the daily routine through picture cards, showing what will

happen next. The childminder talks with parents about how well children have slept and what they have done the night before, to ensure that she is able to meet their unique needs satisfactorily on daily basis. Older children are starting to develop the independence and emotional readiness they will need for moving on to school. For example, children practise dressing themselves in outdoor wear before playing outside, and attend group play at local toddler groups, where they learn about social interactions.

The childminder generally supports children to understand how to behave well. She uses star charts and distraction to positively manage children's behaviour. However, the childminder has a policy for using a 'time-out' chair. This chair is used to remove children from a situation and to have time for reflection. This does not help young children to suitably learn that it is their behaviour that is unacceptable, and not them. This undermines the childminder's policy for managing children's behaviour through positive strategies, which seek to ensure that they do not feel excluded or unwelcome.

The childminder encourages children to be active and engage in healthy lifestyles. Children grow fruit and vegetables in the garden helping them to begin to understand where food comes from. Children are keen to try new foods and manage their own needs sufficiently by getting themselves a drink when they are thirsty. The childminder takes children for regular walks around the village where they enjoy exercise as part of their daily routine. The childminder encourages children to test out what they can do. Young children like to ride bikes and ride-on toys sitting backwards and sideways. The childminder monitors this play closely, to ensure children are safe.

The childminder does not have a current first aid qualification. This is a breach in legal requirements of the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She demonstrates an understanding of what to do in the event of an accident, drawing upon her previous training experience, so the impact of this breach of the welfare requirements is minimised. However, children's well-being is not fully supported through a fully comprehensive knowledge and understanding of current practice.

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

The childminder has a secure understanding about how to keep children safe in her care. She attends regular training to maintain current knowledge and implements visual risk assessments. The childminder takes measures to secure areas which might pose a risk, for example, using stair gates and monitoring these to check they are closed. She is aware of the signs and symptoms which would cause her concern about children's welfare, and what action she would need to take. The childminder is vigilant in checking the identity of any visitors to the house.

The childminder develops the progress check at the age of two for relevant children using the information she gathers. She liaises with parents to build an accurate picture of children's abilities and records this in a user-friendly manner for parents and others who

might need to see it. The childminder has a sound awareness of how to work with other professionals should the need arise. The childminder tracks children's development to monitor the good progress they make. The childminder works with parents to suitably ensure that children experience, continuity in their care.

The childminder is developing self-evaluation. She seeks the views of parents through questionnaires and monitors children's enjoyment and responses to the activities she provides. She encourages children to help choose equipment and reviews her planning. She has suitably addressed recommendations from the previous inspection. This practice does not extend into all aspects of her care. This is because the childminder does not monitor her provision to ensure that she always meets minimum legal requirements. She does not implement an effective plan to ensure that all training is kept up-to-date. Therefore, the childminder demonstrates a fair capacity to maintain improvements in quality for children. The childminder and her co-minder work very closely together. They complement each other by utilising their individual skills. Together they discuss activity and improvement plans and the childminder uses online sites to find out about information relevant to her work.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- complete a full and relevant paediatric first aid qualification(compulsory part of the Childcare Register)
- complete a full and relevant paediatric first aid qualification(voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY344293
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	940080
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/01/2009
<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, 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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