

Inspection date

Previous inspection date

19/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Children enjoy their time with the childminder, who forms close, caring relationships with them.
- The childminder provides a warm and welcoming environment, which helps children feel secure in her care.
- The childminder works with parents to gain routine information that helps children to settle, so that she can meet their individual care needs.
- The childminder provides regular opportunities for children to play outdoors.

It is not yet good because

- The childminder does not successfully use children's starting points, individual interests and her observations to plan for their next steps.
- The childminder does not use risk assessments successfully to fully consider all potential risks and take appropriate action to minimise them.
- The childminder does not provide children with a range of resources to support their learning about diversity.
- Hygiene procedures do not always effectively reduce the risk of the spread of infection.

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 care in the lounge and the garden.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled documentation including children's records and risk assessments.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2013. She lives with her two school aged children in Bradwell Common, Milton Keynes. The whole of the house is available for childminding and there is an enclosed garden for outdoor play. The childminder walks to local schools to take and collect children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has six children on roll who attend for various days and sessions. The childminder has a pet cat.

What the setting needs to do to improve further

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

- use regular observations and children's starting points to plan their next steps of learning based on individual interests, and clearly show how all children are progressing.
- undertake regular risk assessments of the premises to ensure all necessary measures are taken to minimise risks.

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

- develop the range of toys and resources that promote positive images of diversity to increase children's understanding of the world
- further promote children's good health by taking steps to prevent the spread of infection by using effective hygiene procedures.

Inspection judgements

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

Children are making satisfactory progress in their learning and development. They develop a sound range of skills overall as they benefit from a range of activities each week. These include time for them to explore freely, as well as engaging in outdoor activities. The childminder carries out observations soon after children start, which shows what children can do. However, she lacks a secure understanding of how to use this information to effectively plan the next steps of children's learning. Assessments and observations lack detail to support this, and she does not link children's interests to her planning, which

impacts upon the children's development overall. This means the childminder does not give full consideration to how she can extend their learning further, for example, developing and increasing young children's vocabulary, and building on their current physical skills and mobility.

The childminder provides plenty of encouragement and interacts with children well. She does not always make use of opportunities to encourage young children to vocalise by repeating words to them and encouraging them to copy. She provides toys and equipment appropriate to their ages and ability. For example, young children and babies access sensory toys to help develop their hand eye coordination, as they push buttons for animals to pop up. Various electronic resources give children an early introduction to technology. For example, children show fascination with a toy guitar and quickly learn that they need to press the button to make it work. The childminder uses numbers in everyday activities to support the children's mathematical development. For example, children thoroughly enjoy songs such as five little ducks, where they learn to count as they bang tambourines in time to the music.

The childminder works with parents to keep them informed about the children's time in her care. They have access to their children's development record at any time. She keeps them updated daily through verbal feedback and informs parents about what the children have been involved in. She provides written feedback in the form of an on-line diary, which parents know they can access at anytime. The childminder demonstrates she is aware of the requirement to carry out progress check for children at two years.

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

The childminder shows genuine care and warmth towards the children. Children are happy in their affectionate relationship with the childminder. The childminder finds out about children's care needs, such as their likes, dislikes and dietary needs through discussion with parents before they start. However, these discussions do not extend to children's learning needs and starting points to help the childminder plan appropriate challenges. The childminder provides a welcoming environment that promotes children's confidence and self-esteem. She has appropriate procedures in place to ensure that children can move around freely and safely indoors, and provides children with a suitable range of age-appropriate resources. This supports children to make independent choices about their play. However, the childminder does not always successfully assess the garden for potential hazards to minimise any identified risks.

Children behave well as the childminder is consistent in her approach to behaviour management. She gets down to children's level, makes eye contact and gives gentle but clear explanations. This means children are developing an understanding of boundaries. She provides regular praise and encourages children to share and be kind to each other. Children have regular opportunities to socialise with their peers as they attend local playgroups. However, the childminder does not provide children with a range of resources that help them learn about differences and diversity.

The childminder promotes children's good health appropriately. Parents provide a range of balanced and nutritious snacks and meals. Children have regular opportunities for fresh air and exercise as they go for local walks and play in the garden. Hygiene procedures are not always effective, as the childminder does not wash young children's and babies' hands after playing in the garden and crawling on the floor before they eat to help reduce the risk of germs and spread of infection.

The childminder teaches children about how to manage their own safety through regular reminders about how to stay safe, such as to walk carefully and hold her hand across the step into the garden. The childminder takes children on regular outings to playgroups where children learn to share, take turns and be kind during their play. Children develop some physical skills as they play in the back garden on the swing, slide, and tunnel.

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

The childminder has an appropriate understanding of her role and responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands how to safeguard children, and who to contact should she have any child protection concerns. The childminder promotes children safety appropriately through keeping external doors locked, using cupboard locks and carrying out visual risk assessments. However, she does not always effectively assess potential risks in the garden to ensure tools are not left laying around, although she does supervise children at all times. All legally required documentation to effectively safeguard children and support their welfare is in place and up-to-date, this includes medication records and children's details.

The childminder demonstrates a positive attitude towards developing her practice. She acknowledges and has some understanding of her areas for development, for example, continuing to improve her understanding of the learning and development requirements of the Early Years Foundation Stage and gain feedback from parents to support her to successfully prioritise areas for improvement to benefit children and promote continuous improvement.

Partnerships with parents are developing. The childminder meets with them at the start of a new arrangement and provides them with a copy of her relevant policies. This means that parents are aware of the childminder's practices. Parents report how well their children settle and that their children are happy. Monitoring of the educational programmes provided by the childminder is developing. The childminder considers her planning to ensure that she provides children with an appropriate range of activities; although this does not always successfully include children's learning needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)
Not Met
(with
actions)**

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

- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises (this relates to the compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment at least once in each calendar year, and immediately, where the need for an assessment arises (this relates to the 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

Unique reference number	EY460028
Local authority	Milton Keynes
Inspection number	916371
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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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