

Inspection date

25/11/2013

Previous inspection date

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

- The childminder has a good understanding of how children learn and supports them through providing a wide range of positive learning opportunities. This enables children to make good progress.
- Children benefit from the strong partnerships that exist between the childminder and their parents and carers.
- Children play in a clean and safe environment where they learn to keep themselves safe through daily routines and activities.
- Warm and caring relationships between the childminder and children help the children to feel secure and settled.

It is not yet outstanding because

- The childminder does not provide equipment to encourage children to build and use their imaginations in the garden.
- Although children's literacy is supported well, this is not fully extended, for example, through the use of puppets and props.

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 the interaction between the childminder and children.
- The inspector spent the majority of inspection time observing the children in the play room and kitchen.
- The inspector looked at the childminder's self-evaluation form and a selection of policies and children's records, including the childminder's observations of children's activities.
- The inspector took account of the views of two parents in the childminder's compliment book.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and family in Bolbeck Park in Milton Keynes, Buckinghamshire. The ground floor of the house is available for childminding and there is a garden for outside play. The family has three rabbits. 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 7.30am to 5.30pm 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 three children in the early years age range, and one child over five years of age before and after school.

What the setting needs to do to improve further

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

- use visual materials, such as props and puppets, to encourage children to take part in story time and to visit the book area more frequently, to develop their literacy skills further.
- introduce a range of large outdoor portable equipment for children to move about safely to create their own structures.

Inspection judgements

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

Children are very happy in the care of this kind and caring childminder. The childminder has good systems in place to assess the children's progress and learning from the outset of childminding arrangements. She uses the information she gathers during observations of the children's play to plan their next steps for learning. Each child has a learning journal, which is shared with parents. The journals clearly demonstrate the children's good progress towards the early learning goals given their starting points.

When children arrive at the childminder's home they know where to put their coat and shoes. They are very familiar with the daily routine and go to wash their hands in preparation for lunch, for example. Children respond to the childminder's warm interactions with smiles and giggles. As a result, the children develop a secure sense of belonging. Children make good progress in their communication, language and literacy. They enjoy making marks with their fingers, in paint and sand for example, and write for a variety of purposes. During role play as school teachers, the children enjoy writing on white boards with pens. The childminder uses running commentary and open questioning

well to extend children's understanding and speaking skills. Children enjoy looking at books and listening to stories, although the childminder does not further this interest, for example, through the use of puppets and props to illustrate the story and keep the children engaged.

Children make good progress in their physical development as they ride trikes, push wheeled toys and spin hula hoops. However, they do not have access to large portable equipment in the garden, such as planks, crates and logs, to build and create their own structures and use their imaginations. Children's interest in early mathematics is encouraged through posting shapes, threading bricks and building the train track. In the sand and water play, they begin to explore volume and capacity as they fill and empty containers.

Children learn about other people's beliefs, for example, as they make Rangoli patterns for the celebration of Diwali. They find out how things work as they press, push and twist buttons on various toys such as toy laptops, cameras and telephones. Children develop good hand eye coordination as they use tools such as scissors, rolling pins and cutters. Children learn to care for living things as they feed the ducks and rabbits. They enjoy being creative as they use a range of materials such as glue, tissue paper and glitter to make their hen pictures in illustration of a favourite story. Children use their imaginations well as they play musical instruments and sing and dance when putting on a 'show'. The childminder prepares children well for moving on to the next stage in their education.

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

Children have warm relationships with the childminder; they are happy in the relaxed atmosphere of her home. Parents settle their children slowly until they are happy to be left and they are encouraged to bring children's comforters from home. Children develop confidence and self-esteem because the childminder praises and encourages the smallest of achievements. Children learn to share and take turns as they join in many activities and games. There is a good selection of toys and learning materials, overall, to meet the needs of the children. In addition, the childminder provides suitable equipment such as car and booster seats, to help keep children safe. Children learn to keep themselves safe as they practise the emergency evacuation procedure, so they know what to do in the event of a fire. The childminder allows children to take some risks, for instance, as they use apparatus at the park, so that they learn about their own safety. The childminder helps children to learn to share by giving simple explanations and using distraction techniques. She plans 'matching' card games to provide opportunities for children to share and take turns.

Routines are in place to support children's good health. Good nappy changing facilities are in place to keep children healthy. Children do not attend when they are sick in order to minimise possible cross infection. The childminder has required recording procedures, for accidents and the administration of medication, in place. She holds a first aid qualification to make sure she has the knowledge to manage any accidents appropriately. The childminder helps children to learn about healthy eating by providing snacks such as fruit.

The children enjoy packed lunches provided by their parents and fresh water is available throughout the day. There are good levels of hygiene throughout the home and the childminder talks to children about the importance of washing their hands. Children develop good independence skills as they use the step in the bathroom to reach the sink for hand washing, and dress and undress themselves. Children acquire the skills they will need to move on successfully to school.

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 Statutory Framework for the Early Years Foundation Stage. Effective safeguarding procedures are in place to protect children and the childminder has a good understanding of the procedures to follow if she has concerns about a child. Risk assessments cover all areas of the premises and outings to support children's safety and security. In addition, the childminder has all of the legally required documents, policies and procedures in place to support the safety and welfare of all children.

The childminder evaluates her practice and identifies her strengths and areas for improvement. She values the views of the children and their parents to plan and improve her childminding service. The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and implements these effectively. She effectively plans for children's individual learning, tracks their progress and has systems in place ready to carry out the progress check for two-year-old children.

The childminder has very good links with the local pre-school that children attend, in order to effectively promote continuity in children's learning. For example, children are currently learning about autumn, so the childminder plans activities such as collecting leaves at the park to further complement their learning. She has monthly meetings with the children's key person at the pre-school, to talk about the children's progress and any other issues, and always keeps parents up-to-date with the information shared.

The childminder establishes purposeful relationships with parents and carers. She gains useful information from parents about children's interests and starting points, from the outset of childminding arrangements. Regular discussions keep parents up to date about their child's progress and they have open access to their child's assessment file. Parents' positive comments are noted in the childminder's 'compliments' file. These demonstrate that parents are pleased with the progress their children are making and value the fact that the childminder is very approachable.

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	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	EY460322
Local authority	Milton Keynes
Inspection number	921165
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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