

<b>Inspection date</b>	09/01/2014
Previous inspection date	03/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 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 provides a welcoming and stimulating learning environment where children make decisions about their play, which encourages them to become active in their learning.
- Children demonstrate that they are happy and secure because they have quickly developed close relationships with the childminder. This supports their experiences in the setting and consequently, they are making good progress toward the early learning goals.
- Children's communication skills are promoted well because the childminder understands how children learn. She spends time talking to children, encouraging the effective development of their vocabulary and language skills.

### **It is not yet outstanding because**

- The childminder does not ensure each and every activity is fully supported with a wide range of equipment to allow the children to have the fullest learning experiences.

## 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 children during activities and free play.
- The inspector discussed aspects of the childminder's practice with her at appropriate times during the inspection.
- The inspector viewed all relevant documentation provided including, the children's planning, observation and assessment records.

## Inspector

Maxine Coulson

## Full report

### Information about the setting

The childminder registered in 2010. She lives in a three bedroom town house on a residential road in Fishermead, close to the centre of Milton Keynes. Childminding takes place on the ground and first floors only. There is a fully enclosed garden for outdoor play. Her home is within walking distance of local shops, parks, pre-schools and schools. The childminder registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll, of these, two are in the early years age range and one is over eight years. 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:

- further develop activities by providing a greater range of resources in order to further promote independent learning.

## Inspection judgements

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

The childminder's knowledge and understanding of the Statutory framework for the Early Years Foundation Stage is secure. As a result, activities and experiences provided for children are wide and varied. They cover the seven areas of learning and meet children's individual needs and interests. The childminder works with parents and carers from the onset and gathers important information linked to children's care and learning. Consequently, the monitoring of progress is based upon children's starting points, with children's needs being well met. Observations completed on children indicate clearly what children like doing best. Assessments from these observations help the childminder plan appropriate activities to help children progress further. The childminder has high expectations of children and her practice is good. However, opportunities for children to extend their own learning within their play are not always fully utilised. For example, children access play dough, but lack of resources, such as shape cutters and rolling pins, limit their opportunities to further explore and use the dough in a variety of ways. Nevertheless, children enjoy the activity and gain other useful skills from this, such as physical skills, and communication and language.

Children enjoy their time with the childminder. Overall, they have access to resources that meet their interests and develop skills in all areas. Children enjoy playing with animals and farms. Children use the toy animals in their play, talking with them as children develop their imagination and play out their own experiences. The childminder promotes communication and language with children well. She skilfully observes and listens to them,

picking up on their verbal cues and body language. She encourages them to describe and explain what they are doing. Children have opportunities to play with sounds and words, further promoting communication and language. For example, children are encouraged to press hard on the play dough. The childminder says 'squish, squish it down', emphasising the words and making the activity fun. As a result, children become more articulate and confident in their speaking, developing new vocabulary as they play. The childminder promotes experiences, which help children to be prepared for their next stage in learning, for example, nurseries and school. They are taught to recognise letters and simple words through having opportunities to explore the alphabet. The childminder provides opportunities for children to develop early literacy skills. Children use torches to play in the den under the stairs as they watch with fascination at the shadows and the shapes they make on the wall. They can relax on cushions to look at books for their own enjoyment or cuddle up on the childminder's lap as they enjoy looking at the books and describe the content. Children show great excitement as they choose a story book with a corresponding toy out of a bag, for example, a story about a tiger is further enhanced as the children have a tiger to hold.

The childminder teaches children about the natural environment as they go for walks and collect leaves to take home and cover their bear in a box. The bear then goes to sleep and hibernates for the winter as they talk about animals that sleep during the winter months and why. Children all join with great enthusiasm as they sing about Five Little Monkeys jumping on the bed and use puppets to further enhance the enjoyment of singing.

The childminder has established strong relationships with parents. They are kept fully informed about their children's learning and development. The childminder writes a daily diary and has daily discussions with parents. Children's progress is shared with them. The childminder has not yet completed progress check at age two, however, she is aware this needs to be completed and has all the information in place ready. She has a clear understanding of how to carry the checks out by covering the three prime areas of learning and how to identify any emerging concerns in consultation with the parents.

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

Children form a secure attachment to this caring and warm childminder. Consequently, children feel safe and secure as they form strong emotional bonds to her. The childminder follows children's individual routines to maintain an individual approach to their care, as agreed with parents. As a result, children show a strong sense of belonging and settle well. They move freely in the home and are confident in self-selecting resources as they confidently initiate their own play and make decisions about what they want to do. The childminder effectively manages children behaviour helping them to learn about, and begin to understand, behavioural expectations. For example, she gently intervenes in a tussle over a toy, explains how it is kind to share and finds another toy so both children have one each to play with. The childminder uses praise and encouragement as she builds children's self-esteem and confidence and as a result, they feel valued and supported in her home. Children enjoy her presence and seek comfort from her when they are tired or want a cuddle. They feel safe as the childminder supervises them closely at all times and

helps them to manage daily risks. For example, she asks them to tidy up as she explains the consequences of toys left on the floor for example, trips and falls. Therefore, children learn about risk and their own part in managing their own safety as they play.

The childminder effectively supports young children's development of their self-help and personal skills as she establishes a routine with them. She supports children's growing independence as she encourages them to try things for themselves according to their age and stage of development. Parents currently provide children's snacks and lunches, which are stored appropriately. Children are encouraged to feed themselves, helping to develop independence. The childminder ensures drinks are to hand throughout the day, making sure younger children and babies are offered on a regular basis. This prevents children from becoming thirsty. She also ensures younger children and babies rest and sleep according to their individual routines.

Children have daily opportunities to go outside and play in the garden or go for walks in the environment. They delight in playing outdoors climbing, running and enjoying the fresh air as they develop their physical skills. They enjoy visiting the surrounding fields and parks, having fun as they exercise. The childminder discusses with children the importance of experiencing regular fresh air and exercise; this promotes their health and well-being. The childminder implements effective health and hygiene routines. As a result, children readily wipe their hands as they begin to understand about germs and cleanliness. The childminder changes babies nappies as and when required to keep them clean and comfortable. Children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

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

The inspection took place following concerns raised to Ofsted relating to children being left unsupervised in the childminder's car while she carried out the school pick up. Ofsted investigated and found the childminder had left children asleep in the car for a few minutes while she collected older children from school. This was at the request of a parent who did not want their child to be woken up. Although the car was in her sight, the children were not and Ofsted set an action to make sure that children are within sight and hearing at all times. The childminder has reviewed her policies and now demonstrates she is aware of the potential risk to the children left sleeping in the car. The childminder states she will not leave any child in her car alone or unsupervised at any time, even at parents' requests and is complying with the action set out after a visit from Ofsted.

The childminder has a good level of understanding about how children learn. As a result, the monitoring of children's learning and the progress they make is effective. She uses appropriate guidance documents and plans a variety of interesting and stimulating opportunities. Activities are planned appropriately to suit the different age groups. Consequently, children make good progress towards the early learning goals because the educational programme meets their needs. Children are kept safe and secure within the setting. The childminder is fully aware of her safeguarding and welfare responsibilities

within the Statutory framework for the Early Years Foundation Stage. The childminder has good safeguarding procedures in place. She has completed a recent safeguarding course and therefore is up to date with current legislation and is confident in her ability to identify record and report child protection concerns if necessary.

The childminder completes effective risk assessments of the premises, toys and equipment, in order to provide a safe, secure and enabling environment. Children are developing a good ability to identify and manage risk for themselves through their daily routine activities and practising safety drills. Policies and procedures are up-to-date, clear and well written. These are shared with parents and carers, ensuring they are aware of all the procedures.

The environment inside and outside is kept safe and secure and risk assessments now clearly identify how risks are minimised for children and others. The childminder has completed training in first aid and completes all the necessary paperwork relating to accidents and medications. As a result, children and families are secure in the knowledge that safety procedures are well embedded.

The childminder is committed to ensuring that her setting is of a good quality. The childminder is able to identify areas she wishes to develop to help improve her own practices. Although the childminder has no children at the moment with special educational needs and/or disabilities, she demonstrates her knowledge and understanding of other agencies that would support her to seek appropriate intervention as necessary.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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>	EY415944
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	942097
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/10/2011
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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