

<b>Inspection date</b>	04/02/2014
Previous inspection date	11/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder effectively uses opportunities through every day play to teach and promote communication, language and mathematical skills when interacting with the children.
- The childminder provides a welcoming environment where children feel safe and form positive relationships with each other and with the childminder.
- Children are effectively safeguarded as the childminder has appropriate policies and procedures in place and fully understands her responsibilities to protect children.

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

- Planning does not fully reflect children's individual needs, interests and stages of development and observations and assessments are sometimes inconsistent.
- The childminder is in the early stages of evaluating her provision. She is not effectively identifying areas for improvement in her practice to bring about improvement in children's learning.
- The childminder does not always provide sufficient toys during free play to allow children to develop independent choices during their learning.

## 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 the designated play areas.
- The inspector spoke with the childminder at appropriate times during the inspection and while observing children.
- The inspector looked at children's learning records and a selection of policies and procedures and parents questionnaires.

## Inspector

Maxine Coulson

## Full report

### Information about the setting

The childminder has been registered since 1996. She lives with her husband on a residential road in Two Mile Ash, on the outskirts of Milton Keynes. The whole of the ground floor and part of their first floor of the childminder's home is used for childminding, with toilet facilities on the first floor. There is a garden at the back of the property, which is also used for childminding. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has nine children on roll, of these three are in the Early Years age range and one is over the age of eight years. Children attend for various days and sessions. Her home is within walking distance of local shops, parks, pre-school and school. The family have dogs as pets.

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

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

- plan a challenging and enjoyable experience tailored to each child's individual needs, interests and stage of development
- reflect and evaluate practices appropriately to identify areas of development, particularly around observations and assessments, to improve outcomes for children.

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

- ensure there are a sufficient range of toys and resources available to help children further develop independent choices during free play
- maintain a regular two-way flow of information between providers for all children to ensure there is consistency and continuity in their learning.

## Inspection judgements

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

Children are making satisfactory progress towards the early learning goals. The childminder understands how children learn; however, she does not implement a fully effective observation and assessment process to offer further challenge and extend children's learning and development to its maximum. She observes children to find out about their immediate interests and knows which activities they enjoy. However, children's

particular interests and future learning needs are not always identified and reflected in her planning. This means activities are not always set at the required level of development to each individual child to enable them to make maximum progress. The childminder develops positive relationships with the parents and shares information about activities and routines at the beginning and end of each day. Parents can view their child's learning journey record, look at the photographs and discuss with the childminder their child's individual progress. This all helps children settle in quickly and happily. The childminder has systems in place to complete the two-year progress check and involve parents fully in this process. Children feel secure and comfortable with the routines of their day. They are confident and comfortable in the childminder's home and respond to her well as they chat and ask questions and this promotes their communication skills. For example, while looking at a book cuddled up to the childminder, children explore with interest and count items in the story confidently. They point out and identify familiar objects as the childminder supports their developing language skills well by teaching and introducing new words. Children make relationships with other children as they attend nursery, toddler groups and meet with other adults and children in local community activities. In this way, they are learning personal and social skills that help to support their readiness for school when the time comes. The childminder uses and asks lots of questions about why, when, who and where and this supports the children's speaking and listening skills.

The childminder provides a satisfactory range of resources and activities, although these are not always sufficient and set out in a way that help children develop their own independent choices. She plays with children and joins in sensitively, helping them to concentrate and think about what they are trying to do. For example, they sit together and draw using chalks and the childminder introduces simple patterns, such as round, criss-cross and square. Children learn about the world and the outdoor environment. They visit shops and local parks and learn about the different features in their local community.

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

Children's emotional development is appropriately supported. They are cared for in an inclusive environment and show confidence with the childminder. They enjoy snuggling up and listening to stories and their social skills improve as they visit various groups in the community. Children follow appropriate hygiene routines and benefit from healthy meals and snacks. The childminder regularly reminds children to have a drink and talks about healthy choices such as water.

Children learn about how to keep themselves safe. The premises are adequately clean and toys and equipment are safe, suitable and appropriate for the children to use. Consequently children can move around during their play and learning in safety. Children practise the evacuation procedure enabling them to learn what to do in an emergency. Children's behaviour is appropriate to their age and stage of development and they respond well to the childminder's consistent use of praise and encouragement. A child shows obvious enjoyment as they say 'hi five' to the childminder when she praises them during the chalking activity.

Children's physical skills are promoted through regular visits to the park and walks in the community. The childminder is looking at different ways to support children's learning in the outdoor environment. The childminder has an appropriate range of toys and equipment for the children to use. However, at times she does not always consider supporting children in accessing them to promote their independence and choices in their play.

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

The childminder demonstrates a sound awareness of safeguarding children. She has policies and procedures in place and has appropriate knowledge of how to address any concerns with regards to a child's welfare. The childminder understands the importance of making sure all people living in the home have suitable checks. There are suitable risk assessments in place to enable the childminder to provide a safe, secure and welcoming environment.

The childminder has a suitable understanding of her responsibilities in meeting the learning and development requirements. She has systems in place to complete observations and assessments taking into account children's interests. However, the childminder often uses the same next steps for all children which does not support their individual learning. This means that children are not making the maximum progress given their starting points. In addition this links to the childminders monitoring and evaluating systems. She has started using an online system but has found it difficult to identify and implement areas that require development. For example, the childminder offers children some choice in their play. However, there is not a sufficient range of resources to enable children to freely choose and show interest in. As a consequence children do not always fully engage in order to maximise their learning and development. The childminder is proactive in getting support from local authority to improve her practice. She recognises that she is beginning to improve outcomes for children but this is not in place for all aspects of her service. The childminder has addressed the previous actions and demonstrates a suitable capacity to maintain improvement.

The childminder develops positive relationships with parents and carers. She has frequent conversations with the parents and they exchange information about the children on a daily basis. The childminder has all the required documentation in place to support children's health, safety and general well-being. Parents are able to discuss the policies and procedures and view their children's learning records on a regular basis. Their views are taken into account and implemented where possible. For example, parents ask the childminder to review the outings policy particularly during school holidays to enable children to visit the park more frequently. The childminder has some systems in place to share information with other early years settings and professionals. For example, she liaises with some preschools that the children attend but not all of them to ensure a consistent approach with all children's learning.

### **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

<b>Unique reference number</b>	141697
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	952826
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/09/2013
<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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