

Inspection date

20/03/2014

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 and her assistant are caring and sensitive to the children's personal and emotional needs. They provide children with loving care. Children are at ease in the childminder's care, enjoying the warm interaction with her and her assistant.
- The good quality educational programmes that the childminder provides enable children to make good progress in their learning and development.
- The childminder safeguards children well; she is knowledgeable about safeguarding matters and uses her knowledge effectively to safeguard children and promote their welfare.
- The childminder gains good quality information from parents, which enables her to meet children's individual need well.

It is not yet outstanding because

- The childminder plans fewer occasions for children to consolidate their learning of some aspects of mathematics and literacy; this slightly reduces the opportunities for children to make better progress in these areas of 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 and joined children's activities indoors.
- The inspector looked at children's assessment records and discussed activity plans with the childminder.
- The inspector reviewed documentation, discussed self-evaluation and improvement plans with the childminder.
- The inspector reviewed information that parents provide.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2014. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and their two children. They live in New Bradwell in Milton Keynes in Buckinghamshire. The childminder contains childminding to the ground floor of her home, where minded children use the living and dining rooms; washing and toilet facilities are at this level. There is a securely fenced back garden for children's outdoor activities. The childminder works with an assistant and currently they care for five children in the early years age group. The childminder's home is in walking distance of amenities of schools, parks and shops.

What the setting needs to do to improve further

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

- provide more opportunities for children to consolidate their understanding of size, shape and measure
- increase opportunities for children to develop early writing skills and to start to write generally and for different purposes.

Inspection judgements

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

The childminder provides a stimulating learning environment for children. Additionally, she and her assistant give children the support and input that they need, which helps children to make good progress in their learning and development. The childminder plans well for children's development. She makes sure that children of varying ages experience learning at a stage and pace that is suitable for them. She makes sure that the youngest children are able to play alongside older ones by providing resources that excite and interest both groups of children. For example, the older children sort and group farm and wild animals and the younger children investigate with larger animals. They learn about cause and effect as they interact with these resources. They learn to listen attentively to the sound the toy makes and repeat the action to recreate the experience. The childminder and her assistant model good language to the children and this encourages them to speak clearly and give information. For example, they explain that cows live on farms and that they give milk and that the elephants live in hot countries and like playing in water. Children are confident to share their knowledge and they are curious to find out more. For example, they ask the childminder to explain how the machine on the back of the truck works.

The childminder and her assistant consolidate children learning with books and stories; children are confident to retell some familiar stories. Reflection of letters and writing are a core part of children's learning experiences, however, the childminder plans fewer occasions for them to develop early writing generally and for different purposes. Children use numbers confidently and in context; they do some addition and subtraction as part of their learning of mathematics, but the childminder plans fewer opportunities for them to consolidate learning about size, shape and measure. Even so, the childminder and her assistant are helping children to make good progress in their learning overall and in readiness for school and the next stage of their development. As a result of the well-planned activities and adult support children are excited to learn and are eager to practise nursery rhymes with the phonic sounds. Children explore their creativity with role and pretend play; they get messy with cornflour 'gloop' and the adults enhance their enjoyment of nursery rhymes and stories using puppets.

The childminder is purposefully moving children's learning forward from their starting points. She evaluates children's activities to understand their learning experiences and she has started to track children progress effectively. This enables her to cover most of the educational programmes well. Although she has only cared for the children for a short period, she is laying a good foundation for their learning.

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

The childminder makes good use of the information that she gains from parents; with help from her childminding assistant, she is meeting children's individual needs well. For example, they follow the individual care, meal time and sleep routines to suit each child. The childminder and her assistant respond quickly to the needs of all the children and this helps children make secure emotional attachments with the adults who care for them. The childminder's childcare placements are all very recent; however, she gains information from parents to gauge how they feel that their children have settled in her care. The childminder exchanges information with parents daily to help them to understand how children spend their time with her. The childminder and her assistant are getting to know the children well and children are happy and contented in their care. The childminder gains sufficient information about what children can do and she has started to use this information as the base from which to plan and support their learning and development. She has started to move children forward in their development at a good pace. Children's daily experiences with the childminder promote equality very well; children are learning to try hard and to do their best. This equips them very well now and for the future.

The childminder demonstrates a positive attitude to equality. In addition to meeting children's individual needs, she provides them with a wide range of good quality resources. Children's resources are attractive and they are in keeping with their differing developmental stages. Some books that raise children's awareness of cultural diversity are a core part of learning materials, but there are fewer opportunities for children to develop their awareness of disability. The behaviour methods that the childminder and her assistant use suit the children's understanding well. The childminder and her assistant speak gently to the children and redirect them if necessary, they use terms of kind words

to which children respond well. The childminder and her assistant are helping children to learn right from wrong, as well as to begin to recognise when their behaviour is unwanted by others. The childminder and her assistant praise the children often and this helps children to learn when they have done well. For example, they praise their attempts and achievements and this motivates children to achieve more.

Children are clean and comfortable because the childminder and her assistant takes good care of their personal hygiene needs. They support children to develop good hygiene habits through regularly practice, such as hand washing. As children, use personal items such as hand towels and lining. Children are pleased with their achievements, such as when they use the toilet independently. Some children can explain why they wash their hands before eating and after using the toilet. The childminder and her assistant are helping children to understand practices that limit the spread of infection between individuals. The childminder provides children with balanced diets. She is careful to make sure that children routinely eat foods from all of the main food groups. She further develops children's understanding of healthy lifestyles as they enjoy fresh air and exercise each day. The childminder uses conversations, pictures and first hand experiences to develop children's knowledge of the reasons for these good habits, which contribute to healthy lifestyles, self-care and personal safety. The childminder and her assistant are working closely with parents to help children with toilet training. The childminder gently reminds children of the boundaries and simple rules that are in place to keep them safe. She makes sure that the premises are safe and secure for them to use. She uses appropriate resources such as stair gates, sleeping mats and a travel cot and high chair to promote the safety of young children. The childminder and her assistant supervise the children closely at all times. These effective practices help to safeguard children and promote their welfare. They also help children to start to understand that personal safety is important of an early age.

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

The childminder promotes children's learning and development well and safeguards and promotes their welfare effectively. The childminder plans and delivers interesting and varied educational programmes, which support children's learning and development successfully across most areas. In addition, she makes sufficient good quality resources available to meet the needs of the range of children that she cares for. The childminder and her assistant are helping children to develop their interests and excitement for learning. The childminder has started to use her observations, information from parents and guidance to help children to make good progress in learning and development from their starting points.

The childminder has started to evaluate her practice even though she is at a very early stage of her childminding career. She links her activities closely to the expectations of the Early Years Foundation Stage requirements and child development guidance. This enables to her to meet children's welfare needs confidently and to support her assistant to do the same. The childminder and her assistant are clear about what to do if there are concerns

about children's well-being. In addition, the childminder uses risk assessments effectively to create and maintain safe environments for children. This allows children to safely explore their surroundings, increase their mobility and independence. The childminder maintains all required documents and records to safeguard children and for the efficient running of her provision. For example, she completes children's record forms fully and maintains accurate records of attendance for children and her assistant.

The childminder shows good ability to drive her practice forward. For example, her priority is to improve her garden to support children's learning across the seasons. The childminder knows that this will provide additional opportunities for children to increase their learning styles. The childminder's willingness to work with parents and to share information enables her to maintain good partnership working with them and this promotes continuity for children well. In addition, she maintains a two-way flow of information with providers, where children attend more than one setting. The childminder is fully aware of the requirement for the progress check for two-year-old children. However, she has not had reason to complete any of these reports to date.

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	EY467931
Local authority	Milton Keynes
Inspection number	961995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
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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