

Inspection date	15/10/2014
Previous inspection date	10/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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

- The childminder helps children to make satisfactory progress in their learning and development.
- Children develop warm relationships with the childminder and her family.
- The childminder is beginning to reflect on her childminding practice to benefit the children and their families.

It is not yet good because

- The childminder does not appropriately ventilate the home and maintain the cleanliness of the bathroom and conservatory.
- While children make satisfactory progress in their literacy skills, the childminder does not fully extend this by providing props to further ignite children's interest in books.
- The childminder misses some opportunities to further develop children's outdoor play experiences.
- There is a limited range of resources and activities to help children to develop a good understanding of diversity.

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 lounge.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector looked at the childminder's self-evaluation form, a selection of
- policies, parent consent forms, children's records and the childminder's observations of children's activities.
- The inspector took account of the written views of parents.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 1994. She lives with her husband in Bradville in Milton Keynes. The childminder also works with her daughter as her assistant when required. The ground floor of the house is available for childminding and there is a garden for outside play. The family has a dog and two cats as pets. The childminder's provision is open all year round from 8am to 6pm, 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 one child in the early years age range. She also cares for school-age children.

What the setting needs to do to improve further

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

- Improve the ventilation of the home and the cleanliness of the bathroom and conservatory.

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

- Encourage the children's further interest in books.
- Extend the resources outdoors to further encourage children to use their ideas and imagination during their play.
- Extend resources and plan further activities for children to learn about culture, beliefs and abilities of others.

Inspection judgements

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

The childminder has an adequate knowledge and understanding of the early learning goals. She uses relevant documentation to help her assess the children's progress and to identify their next steps for learning. The childminder plans activities from the children's interests and she provides boxes of books and toys so children can make choices and help themselves. She also stores a range of extra resources in the conservatory. The childminder encourages children's communication, language and literacy skills during their play. Children enjoy looking at books and listening to stories. However, the childminder

does not fully extend their interest, through, for example, the use of interesting items, puppets and props. Children develop their early writing skills as they draw with chalks, crayons and pencils. They practise writing for a specific purpose, such as making shopping lists during make-believe play. When children arrive home from pre-school the childminder encourages them to recall and talk about their day. Children are keen to fit a new puzzle together and they settle themselves on the floor alongside the childminder. The childminder uses effective teaching techniques and helps children to succeed by explaining and demonstrating what they need to do. She makes suggestions, such as finding the corners and straight pieces of the puzzle. By providing step-by-step instructions, the childminder helps the children to persist and succeed in completing the puzzle. The children are very proud of their achievement as the childminder praises them. The childminder introduces lots of mathematical language to teach children about colour, size, shape and number.

The childminder supports children in gaining physical skills by providing apparatus and equipment such as balls, sit-and-ride toys, and climbing and sliding opportunities. However, she does not provide portable equipment, such as planks and crates, to further encourage children to think and create their own ideas outdoors. The childminder provides some experiences to teach children about the world in which they live. Children learn about living things as they plant grass and herbs, and observe animals at the farm. However, opportunities for children to develop an understanding of the wider world by exploring the culture, beliefs and abilities of others, are limited. The childminder encourages children to learn about technology. She provides a suitable variety of programmable toys, for example, the toy medical set, telephones and cash tills. Children develop their creativity and imagination as they stick and paint, and during role play with the doctor's set and dinosaurs. The childminder helps children to make satisfactory progress in preparation for moving on to their next stage of learning.

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

Children enjoy warm relationships with the childminder. From the outset of childminding arrangements the childminder discusses children's individual needs, routines and activities with parents. This helps them to separate and settle well in her care. Children behave very well. They develop confidence and self-esteem because the childminder praises and encourages their efforts. The childminder helps children to develop their personal, social and emotional development. For example, children share and take turns when playing a shopping game. She provides a suitable range of furniture and equipment to meet the needs of the children attending. For example, a toilet step helps children to reach the toilet and sink independently, and child-size tables and chairs allow them to play and eat comfortably. Parents provide their child's packed lunch and the childminder is happy to provide fruit as snacks. Children develop suitable independence skills in preparation for school, such as taking off their coats and managing their lunch boxes.

Overall, the childminder suitably manages some aspects of hygiene such as children's hand washing routines. However, the cleanliness of the premises is poor in some areas, such as the toilet and conservatory. Furthermore, the childminder does not sufficiently

ventilate the premises in order to reduce the smell of pet odours. Suitable procedures are in place for dealing with, and recording, accidents and medication administration. The childminder holds a first-aid qualification to make sure she manages any accidents appropriately. In order to minimise possible cross infection, children do not attend when they are sick and they use paper towels to dry their hands.

The childminder allows children to experience fresh air and exercise everyday as they walk home from pre-school, play in the garden and at the park. Children learn to keep themselves safe as they talk about road safety and wear their hats when riding their bikes. The childminder supervises children at all times and she encourages them to challenge themselves by climbing on various apparatus at the park.

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

Since the last inspection and four subsequent monitoring visits, the childminder has worked effectively with the local service improvement officer. This has supported the childminder in making improvements to the quality of her service. The childminder has successfully improved her knowledge and understanding of safeguarding by attending a child protection training course. She now has a sound knowledge and understanding of the current legislation in relation to child protection to safeguard the children in her care, and she knows the correct procedures to follow should she have concerns. The childminder carries out visual risk assessments for the different environments the children come into contact with. There are appropriate safety measures in place in the home environment, for example, the use of safety gates limits the children's access to the first floor and firefighting equipment is easily accessible. The childminder is beginning to reflect on her childminding service and her self-evaluation is reasonable. She values the views of the children and parents and she involves them in discussions about her childminding service. Following the previous inspection the childminder has taken positive actions to make and maintain improvements to benefit the children's safety, welfare and learning.

The childminder establishes effective partnerships with parents and others in order to meet the children's needs. The childminder shares her policies and procedures with parents so they are aware of the service she provides. There is an exchange of daily verbal feedback with parents about their child's routines and activities. Since the last inspection the childminder has provided sufficient play and learning resources, which the children can access independently. The childminder is further developing her knowledge of the learning and development requirements in order to adequately implement and assess the children's progress. She discusses children's individual needs with parents when they first start to help her plan for their future learning. The childminder is aware of her responsibility to carry out the progress check for two-year-old children and to share this information in writing with parents. She establishes positive relationships with pre-school teachers involved in the children's lives in order to further complement their learning in her care. The parents' written comments demonstrate they are pleased with the childminding service they receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- Take necessary measures to minimise any risks to the health of the children (compulsory part of the Childcare Register).
- Take necessary measures to minimise any risks to the health of the children (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	141331
Local authority	Milton Keynes
Inspection number	977333
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	10/12/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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