

Inspection date	10/06/2014
Previous inspection date	14/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		2
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 provides a positive role model to children, enabling them to learn how to manage their own behaviour, develop confidence, independence and social skills.
- The childminder successfully works with parents to ensure that children feel comfortable and secure within her provision, enabling them to settle and engage in play.
- The childminder provides a wide range of toys and equipment that interest children and that they can select independently and initiate their own play.

It is not yet good because

- Observational assessments are not accurate enough to enable the childminder to identify how well children are doing against expected levels for their age. This hinders precise planning to support children reaching their individual goals.
- The childminder has not prioritised self-evaluation in order to reflect on the service she provides to ensure children receive best practice.

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 undertaken by the children and the childminder.
- The inspector discussed practice with the childminder.
- The inspector sampled documents in relation to children's learning and development, safeguarding and those relating to training, support and skills.
- The inspector was unable to take account of parent's views as no provision for this is in place.
- The inspector was unable to take account of the childminders self evaluation as no provision for this is in place.

Inspector

Carolyn Hasler

Full report

Information about the setting

The childminder was registered in 1982. She lives in Crownhill, Milton Keynes, Buckinghamshire. Childminding activities are mainly contained to the ground floor of the property and there are arrangements for babies to sleep on the first floor. There is an enclosed garden available for outside play. Currently, the childminder is caring for four children in the early years age range and a further three children before and after school. She is registered on the compulsory and voluntary parts of the Childcare Register and the Early Years Register. She delivers and collects children from local pre-schools and schools.

What the setting needs to do to improve further

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

- improve observations and assessments to accurately identify children's current abilities and skills and use this information to help plan for children's progress towards the early learning goals.

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

- develop a system to evaluate and monitor the service, taking into account parents' and children's views in order to identify and action areas for improvement to ensure children benefit from best practice.

Inspection judgements

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

This childminding provision requires improvement because it is not yet demonstrating a secure ability to support children's learning and development. The childminder provides babies and young children with a range of resources to facilitate their learning both inside and out. These are placed at low level so that children can access them independently and initiate their own play. The childminder supports play by sitting at children's level, modelling how to use resources and engaging them in active learning. Children are inquisitive and busy investigating the resources on offer. Overall, the childminder gives positive messages of encouragement. She uses ongoing descriptive commentary to introduce mathematical concepts and knowledge about their environment. For example, as children fill and empty pots with dried pasta, the childminder introduces size language, such as 'big' and 'small'. However, at times questions are sometimes closed, such as 'What colour is it?', which helps them identify colours but reduces opportunities for them to think and extend their conversations. Nonetheless, nursery rhymes and songs play in the

background and sometimes children stop to listen, copy actions and mimic the intonations of the songs. Young children communicate through gestures and babbling and this enables the childminder to interpret their moods and feelings. Some children are stringing two words together and developing appropriate skills in their communication and language. The childminder encourages young children to move and be active by calling to them, offering resources and steadying babies. Very young babies roll in the direction of resources to reach them, others confidently walk between one activity and another. The childminder uses resources in the outside space to encourage children to be more experimental in their movements. They have access to different levels and ground textures which stimulate their senses. Resources such as climbing frames help children build confidence in climbing steps, developing balance and using large equipment such as slides safely.

Overall, the childminder works appropriately with parents to collect developmental information about children in order to establish their starting points. She has sufficient knowledge of the Early Years Foundation Stage curriculum to observe and assess children's abilities and skills. Where appropriate she has completed checks on children aged between two and three years. She successfully shares this information with parents and other professionals. However, her knowledge does not go far enough to consistently track children's achievements against their age bands and early learning goals. Therefore, planning is not sufficiently challenging and teaching is variable. This impacts on children's ability to make good progress in their learning. Parents are welcomed and the childminder chats daily to keep parents informed. She shares information about children's welfare and how they have been occupied, highlighting any personal achievements. Parents are encouraged to share their observations of children's learning and the childminder provides suggestions and ideas to support learning at home.

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

The provision is good because the childminder helps children feel secure and build trusting attachments. This enables them to gain independence according to their ages and stages of development. The childminder works effectively with parents to understand the family culture, lifestyles and routines. This enables children to feel comfortable between the home environments. She models how to behave and sets simple boundaries to support young children as they build skills in managing their own behaviour. She is calm and sensitive towards children and provides them with a safe environment to learn what is acceptable. Language around behaviour is uncomplicated, often directional and in most cases distraction and positive reinforcement resolves issues. Conflicts are minimal. Children learn to play alongside others and are encouraged to develop caring attitudes towards each other. Their skills in sharing and turn taking are appropriate for their age range. The childminder provides children with opportunities to develop social skills in larger groups. She takes them to toddler groups where children mix with others from their diverse community. This helps them understand that they are unique and the world is made up of different people. As children grow and their understanding develops, the childminder complements these first hand experiences by introducing British and world cultural events.

The childminder demonstrates verbally a good understanding of safeguarding issues. She

understands her role and responsibility to ensure children are protected from harm and neglect. Her policies, procedures and records help her to monitor and report concerns to the appropriate agencies. In addition, she understands data protection and privacy issues. Her premises are secure and she offers children a safe environment to explore and learn in. Resources and equipment are age-appropriate and provide a variety of play and learning experiences. She promotes children's awareness of safety, providing them with verbal reminders of how to play safely. For example, children learn not to throw toys. Most personal care tasks for babies and young toddlers are carried out by the childminder. However, children are increasingly learning the skills they need to act independently. Toddlers sing 'rub a dub-dub' when washing their hands to make this task entertaining and interesting. Most children can hold their own cups and feed themselves finger foods, although, they rely on the childminder to help them eat roughly liquidised meals. The childminder is working on encouraging children to have a go but for the most part feeds them. The childminder supports children in gaining independence and emotional security. This enables them to be able to move on within the next age of their learning and development.

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

The provision requires improvement because systems to monitor how well children are doing are not robust enough. The childminder demonstrates a good enough understanding of the learning and development requirements. However, she does not use her knowledge consistently to monitor children's development against current guidance and tracking is not in place. Therefore, she does not have an accurate understanding of children's precise level of development in order to help her plan for their future goals. Children are making progress. However, ineffective planning slows learning down. Although the childminder is aware of her weaknesses, she is not sufficiently reflective on how this potentially impacts on children's learning. Whilst the childminder has sought training to address this issue, this has not yet taken place.

The childminder understands her responsibilities in meeting the safeguarding and welfare, learning and development requirements of the Early Years Foundation Stage. She ensures all those who have access to children are suitable to do so. Children's care and welfare is well met and children enjoy learning through play and are making sound progress. However, the childminder does not sufficiently seek the views of parents and children to ensure she continues to meet their expectations. Too little account is taken of self-evaluation and analysis to identify where improvements are needed. Where weakness has been identified, too much time passes before being addressed and this reduces opportunities for children. The childminder has sought to maintain training in specific areas such as safeguarding and develop skills in working with children with special educational needs. Her paediatric first aid training remains up-to-date. She has also sought to improve her professional qualifications and is working towards her foundation degree.

Overall, the childminder has good relationships and works well with parents in most areas.

She currently does not have the opportunity to work closely with any early years partners who are working directly with children. However, she understands that good links between partners impacts on children's abilities to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	150037
Local authority	Milton Keynes
Inspection number	977528
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14/03/2012
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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