

Inspection date	18/10/2013
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 is satisfactory

- Children behave well as the childminder implements suitable methods of behaviour management.
- The childminder uses observation to identify children's next steps in learning.
- Children make choices about their play as all resources are easily available for them.
- The childminder attends a local children centre on a regular basis to support her work with children.

It is not yet good because

- The childminder does not refresh her knowledge of safeguarding to be certain that her procedures are fully effective.
- Sometimes the childminder does not use children's interests to provide challenging and enjoyable activities to engage them.
- Children do not always make good progress in learning English as the childminder does not engage parents consistently in ways to support this at home.
- The childminder does not use self-evaluation to full effect to plan for improvement and monitor progress.

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 childminder and children engaged in learning activities.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of required documentation including safeguarding procedures, children's records and self-evaluation
- The inspector discussed a planned activity with the childminder.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children, aged seven, nine and 12 years, in Shenley Church End, Milton Keynes, Buckinghamshire. The whole of the ground floor is used for childminding. There is also an enclosed garden for children's use. The childminder has a pet hamster.

The childminder's home is within walking distance of amenities, such as shops, pre-schools, parks and schools. There are currently seven children on roll, of whom three are in the early years age range. Older children attend before and after school and during school holidays. The childminder provides care from 7.30am until 6pm each weekday except for bank and family holidays.

What the setting needs to do to improve further

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

- increase knowledge of local safeguarding children board guidance and procedures, for example by attending regular training
- provide greater challenge for children by incorporating their interests into different aspects of learning.

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

- develop ways of working with parents to support children's acquisition of English through talking
- devise and implement more thorough self-evaluation as a tool to clearly identify areas of strength and weakness and make plans for improvement in quality.

Inspection judgements

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

The childminder provides a welcoming environment for children. Toys and activities are easily available for them to choose. The childminder observes children during their play to

identify their achievements and plan for their next steps in learning. This helps her to broadly monitor their progress. The childminder discusses children's learning and development with parents. She generally explains to parents how she supports children's learning and gathers information from them about children's achievements at home. However, the childminder does not fully engage parents in discussions about how to support children's communication and language. This is because she identifies that some children do make suitable progress in their acquisition of spoken English and finds ways to support this. As she does not share this with parents, they are unable to fully support children's learning at home. The childminder models language for children by repeating what they say with the correct pronunciation. She talks to children throughout the day and asks them questions, which require them to think. Children talk about their play and are keen to talk to others.

The childminder provides activities for children to explore. She develops sensory experiences, such as a tray of natural autumn items and boxes of ribbons. Children have the chance to use play dough and draw to develop the small muscles in their hands. The childminder utilises local parks and open spaces to help children to develop their larger muscles. She explains that children enjoy climbing and sliding as they play on equipment.

The childminder provides a range of adult-directed activities. She encourages children to engage in these. However, children prefer to play with cars as this is their current interest. The childminder respects children's free choice and their obvious enjoyment of this activity. Children climb in and out of a tent with their cars and push them along the surfaces in the home. The childminder does not fully support children to explore their interest in cars in a way that extends upon their learning, for example by incorporating the car play with the play dough by making tracks. This means that children sometimes lack challenge in their learning.

Children attend local groups with the childminder where they meet up with others and enjoy group activities. This enables them to experience suitable social interactions with others, which help to prepare them for their eventual move to nursery or pre-school. Children are developing positive attitudes towards their learning as they are keen to try new things. This helps them to become ready for their eventual move to school when the time arises.

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

Children settle well because they form secure relationships with the childminder. The childminder considers the settling-in process carefully, ensuring that children spend short amounts of time in her care before they are left for the day. The childminder talks to parents about children's home routines and finds out about what they enjoy doing and if they have any comfort items. This helps her to follow a routine that meets their needs and provides suitable comfort if they become unsettled. The childminder provides opportunity for children to experience new places, such as children's centres, so they become emotionally ready for changes in their care and routines.

Children get along well with each other. When the childminder cares for young babies who are visiting for settling-in sessions, children are affectionate and gentle with them. The childminder teaches them that the babies are too young to join in with their play, but would like to watch them. This helps children to understand the feelings of others and they understand each other's needs. Children behave well because the childminder applies suitable ways to manage their behaviour. She offers them praise and models expectations. Therefore, children play and learn in a calm and happy environment where they feel secure. Children suitably learn about safety as they negotiate space when playing on the floor, avoiding treading on each other and tidying away toys after use. There are sufficient resources available to cover the areas of learning.

The childminder provides food for children which is healthy and balanced. Children begin to understand about healthy eating as they try new foods. Regular walks and play in the garden help children to develop positive attitudes towards exercise. The childminder introduces children to ways to manage their own personal hygiene by helping introduce toilet training at nappy changing times. Children begin to make the connection that will help them when they are ready for this next stage in their development. The childminder praises children when they wash their hands so they become aware that this is necessary.

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

The childminder demonstrates a generally sound awareness of safeguarding issues. She knows the signs and symptoms that might cause her concern about children's welfare, such as changes in their behaviour. She has an awareness of how she can appropriately report any concerns. The childminder understands that she needs to consider the right action to take in the event of an allegation against herself or a member of her household. As she has not recently attended training regarding Local Safeguarding Children Board guidance and procedures, she does not have a fully effective procedure in place for this. For example, she does not readily consider who she will contact first and within what time frame. This is a partial breach in legal requirement but does not have a significant impact upon children's safety. The childminder carries out visual risk assessments of the areas where children play and when engaging in outings outside of the home. She keeps some records of these for parents. The childminder practises evacuation of her home in the event of an emergency, helping children to understand what to do. The childminder keeps records of any accidents children have and shares these with parents.

The childminder is considering developing her knowledge by undertaking further training. She attends a local children's centre, which satisfactorily supports her role as a childminder. She reads information, for example, about developing children's language and discusses any issues and planning of activities with other childminders and development workers.

The childminder does not use self-evaluation to best effect. She asks parents for their views by giving them questionnaires. Children also have opportunity to choose activities, demonstrating their ideas. However, the childminder does not fully explore strengths and

weaknesses in order to develop the most effective action plans. Consequently, weaker areas, such as safeguarding training, are not addressed in a timely manner. The childminder demonstrates a fair capacity to be able to bring about future improvement in the quality of care for children. She monitors the delivery of educational programmes for children. She ensures that activities cover all seven areas of learning and that these are age appropriate. There are some written records of children's progress and the childminder is able to confidently discuss children's stage of development. She completes the progress check at age two for relevant children and shares these with parents. This enables her to identify any areas where children need further support. The childminder forms secure relationships with parents who value her care and recommend her services to others.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY300904
Local authority	Milton Keynes
Inspection number	847409
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	01/06/2009
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
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M1 2WD

T: 0300 123 4234
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