

Inspection date	04/07/2014
Previous inspection date	17/09/2009

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

- Children are happy and settled. They behave well and are familiar with the routine.
- The childminder has warm relationships with children so they feel secure in her care.
- The childminder attends relevant childcare training to renew required certificates and update her knowledge and awareness of childcare practice.
- Children learn about keeping healthy through good hygiene routines, eating nutritious snacks and having regular physical play.

It is not yet good because

- The childminder does not effectively assess children's progress and plan challenging activities that help them move on to the next stage in their learning.
- The childminder's self-evaluation is not yet fully effective to drive improvement and does not take the parents' views into account.
- The childminder provides few opportunities to encourage children's early mathematical development.
- Parents are not given enough information to support their child's development at home.

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 children in all areas of the provision.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled documentation including some policies and procedures, and children's development records.
- The inspector spoke to parents and took into account their views.
- The inspector took account of the childminder's self-evaluation form.

Inspector

Tracey Dawson

Full report

Information about the setting

The childminder was registered in 2006. She lives with her husband and six children in Olney, Buckinghamshire. The property is close to shops, parks, schools and public transport links. The whole ground floor of the house is used for childminding and is accessible. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. The childminder has a level 3 qualification. The childminder walks to local schools to take and collect children, and attends local toddler and music groups. The childminder operates from 7.30am to 6.30pm each weekday all year round. There are currently five early years children on roll.

What the setting needs to do to improve further

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

- improve the use of observation and assessment to ensure that planned activities appropriately challenge children and help them move on to the next steps in their learning.
- improve the programme for mathematical development by giving children regular opportunities to count, compare, use language to describe shape and size, and to recognise numerals.

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

- enhance the arrangement for sharing information with parents about their children's learning and development to extend this at home
- develop robust self-evaluation procedures that includes the parents views to effectively monitor children's learning and development and identify continuous improvements to practice.

Inspection judgements

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

The childminder has established a calm and friendly environment through the relationships she has made with the children in her care. This helps children to settle quickly and to develop confidence. Consequently, children freely explore the resources. The children

have access to an adequate range of resources; there is a well-resourced home corner and a shelving unit which gives children access to resources that cover most of the seven areas of learning.

The childminder supports children's language development well, for example naming fruits and vegetables during a shopping game and giving the children time to listen carefully and repeat the words. This gives children the confidence to try and new words increase their vocabulary. However, the childminder does not seize opportunities to encourage children's mathematical skills. She does not encourage children to regularly count, talk about size or shape, compare quantities or look at numerals. For example, during the shopping game children were not encouraged to count how many items they had in their shopping baskets or to see who had more than the other. There was no comparing the sizes of the fruits or any discussions about their shapes. This does not promote children's early understanding of mathematics. Children have access to a well resourced outside area where they climb and balance on the climbing frame, supporting developing physical skills. They have access to a sand pit to dig and use water pistols to make water marks on the fence. Children ask to feed the fish which are in a covered pond and work together to break up the bread to do this. This enhances children's sense of well-being and encourages their social skills.

The childminder completes the progress check for two-year-old children to identify children's learning and areas for development, and shares this with parents. The childminder also records observations of children at play into their learning journeys and shares these with parents. However she does not use these to identify children's next steps for learning or share these with parents. Therefore, parents do not receive enough information on how they can promote their children's development at home to encourage continuity in their learning.

Children are generally working within the typical range of development and are making satisfactory progress. However as the children's assessment is not done regularly it is difficult to see how much progress the children are making. The childminder plans activities using the children's interests but does not consider the children's individual next steps. This means she is not able to extend their learning further by providing sufficient challenge in what they do. Nonetheless, children enjoy the activities and show interest as they happily engage in the activities provided. The childminder plans frequent outings to groups and places of interest. For example they regularly attend a singing group at the local children's centre and go weekly to the library to share stories and bring books home to read together. This means children are developing the social and early literacy skills they will need to start school.

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

The children enjoy their time at the setting and have formed positive attachments with the childminder. This helps them to feel valued and enhances their self-esteem. The childminder is kind and patient, providing a consistent role model for children. For example, she praises the children when they achieve a task such as when they use good

manners. She encourages them to be patient and behave in polite ways. Therefore, children behave well and treat the environment and each other with respect.

The childminder has a thorough understanding of procedures to safeguard children. She has attended a safeguarding children course and follows the procedures of the local safeguarding board. She follows her own policies and completes daily risk assessments in her home to protect children from harm. Children develop an appropriate understanding of safety through daily routines, such as walking to local groups where they learn about road safety. The children are also learning about risk, as they are encouraged to climb and balance in the garden while supported by the childminder. This enhances children's self-esteem and gives them a sense of accomplishment.

The childminder effectively models good hygiene practices to help the children learn to keep themselves healthy, for example, they are encouraged to wash their hands before eating. The children are provided with healthy foods and encouraged to be independent by buttering their own crackers. This encouragement of self-help skills will support the children in their transition to school. The children are given milk or water to drink and this helps them make healthy choices from a young age. Systems are in place to record any health or dietary needs the children may have and there are records of accidents and any medication administered. This promotes children's well-being.

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

The childminder has a satisfactory understanding of her statutory responsibilities with regard to the Early Years Foundation Stage. She has a sound knowledge of how to safeguard and protect children in her care and follows the local safeguarding board procedures in the event of concerns she may have about a child. She has attended relevant safeguarding and first aid courses in order to promote children's welfare. The childminder risk assesses her home setting and outdoor environment and implements policies and procedures to promote children's safety.

The childminder is a developing system of self-evaluation to identify priorities for development and to improve the quality of care and children's learning. However this does not currently include the parents' views to help them become involved in improving outcomes for their children. The childminder is mostly aware of her strengths and areas in need of further development. For example, she has identified the need to improve the processes she uses for observation and assessment. However, the implementation of improvement is slow and therefore the impact on the children's learning is limited. The childminder provides an adequate educational programme, however, assessment arrangements are not rigorous and, therefore, not used effectively to shape children's learning, challenge them effectively and identify gaps in the educational programmes through effective monitoring.

The childminder provides some information for parents. Communication books and daily discussions enable the childminder to share information about the events, routines and the

activities the children engage in. However the childminder does not provide enough information for parents to extend children's learning at home. Parents comment that the children are very settled with the childminder and 'can't wait to get there in the mornings'. The childminder has developed partnerships with other early years settings to promote some continuity in children's learning and development and shares regular information with staff on the topics children are learning about. The childminder has a good working relationship with the local children's centre and attends toddler and singing groups there. This enables children to socialise with others and become part of their local community.

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	EY321308
Local authority	Milton Keynes
Inspection number	815081
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
Name of provider	
Date of previous inspection	17/09/2009
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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