

Inspection date

08/12/2014

Previous inspection date

07/01/2009

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 requires improvement

- Children are happy and contented in the childminder's care. There is positive interaction between her and the children, and she takes appropriate care of their health needs.
- Children are developing their communication, social and physical skills well as the childminder is responsive to the children and shares their interests.
- The childminder has developed a good two-way flow of communication with parents, and this effectively maintains continuity of care for children.

It is not yet good because

- Assessment arrangements, including the progress check for two-year-old children, are not sufficiently precise to enable the childminder to consistently tailor learning experiences for every child.
- The childminder does not meet all the requirements of the Early Years Foundation Stage and associated Childcare Register. She compromises children's safety as she does not effectively assess risks or accurately record older children's attendance.
- The childminder does not make effective use of self-evaluation to consistently drive improvement in the quality of her provision.

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 children's activities indoors.
The inspector looked at children's observation records and spoke with the
- childminder about how she uses observations, assessments and planning to target children's progress.
The inspector reviewed suitability information with the childminder, checked
- qualification details and sampled a range of documentation, including children's attendance records.

Inspector

Cordalee Harrison

Full report

Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, who is also her childminding assistant, in Shenley Church End, in Milton Keynes, in Buckinghamshire. The whole of the childminder's home is available for childminding. During the day, children use the playroom, living room and kitchen diner located on the ground floor. Washing and toilet facilities are also located on this level. The childminder cares for some children at weekends and she provides overnight care. Children sleep in a first-floor bedroom, and bathroom and toilet facilities are in close proximity to this room. Currently there are four children on roll; of these, two are in the early years age group. The childminder's home is within walking distances of amenities such as schools, preschools, shops and parks.

What the setting needs to do to improve further

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

- improve knowledge of the learning and development requirements in order to improve how children's progress is assessed and to enable the precise tracking and monitoring of every child's learning and development
- ensure that the progress check for each child aged between two and three years provides parents with a short written summary of the child's development in the prime areas of learning and where they may not be progressing as expected
- improve the procedures for assessing risks in the environment by making sure that all areas children come into contact with are thoroughly checked, and take action to minimise all potential hazards to children

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

- develop self-evaluation processes to monitor, evaluate and assess strengths and weaknesses, and identify and set timely targets for driving improvements in the quality of the provision, and the outcomes for children.

Inspection judgements

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

The childminder plans suitable activities that are generally in keeping with children's developmental stages. She plays with the children and shares their interest. As a result, children's communication and social skills, and their physical development, progress well. The childminder takes a broad overview when planning activities and assessing children's progress. This enables her to provide children with some interesting activities that are generally in keeping with their developmental stages. However, her general approach to implementing the programmes of education does not enable her to ensure that she frequently and consistently delivers all areas of learning. The childminder's inconsistent practices for planning and delivering the educational programmes mean that she does not always focus on how to extend children's learning. For example, she uses mathematical language and introduces numbers to children in their conversations and activities. However, there are fewer occasions for children to engage in practical activities to extend their understanding of space, shape and measure, such as by filling and emptying containers. The systems that the childminder puts in place are still embedding. The childminder does not use child development guidance with her assessments to give her a clear picture of how children are achieving against the expected ages and stages of development. As a result, her monitoring and tracking of children's progress does not always give her reliable information on which to base the rate at which each child is making progress from their starting points. Nonetheless, children are making adequate progress in their learning.

The childminder promotes children's physical development well. For example, she provides children with some outdoor activities, where they get exercise. When they are indoors, she places toys around the room. This helps children to increase their mobility and encourages them to explore and increase their interests. Children learn to press, push and pull, and the childminder increases their vocabulary as she talks to them. The childminder understands how to support children's learning. She is patient with the children, and she allows them time to think and respond. The childminder is responsive to young children's words and gestures. This helps children to learn that she understands and welcomes their communication with her. The childminder promotes children's emerging literacy skills as she supports them to explore books. She uses the pictures within the books to engage with the children, and she encourages them to look carefully at these to start to recognise similarities and differences. The safe resources that the childminder provides for children encourage them to explore with their fingers and lips, and this stimulates their senses.

The childminder is helping children to develop their understanding of the world. For example, they learn about other living things when they go out to feed the ducks. Children meet and socialise with others in the community as they visit places of interest. The childminder makes many interactive resources readily available for children to explore in pretend play. For example, children make some toys play music when they press the buttons. The childminder provides resources that cover all areas of learning; however, she does not always use these effectively to extend children's learning. Children show confidence and enjoyment as they learn through play. The childminder is aware of the requirement for the progress check for two-year-old children. She gives parents information about how their children are making progress in their communication and language, social skills and physical development. She informs them if she thinks that the children are doing less well in any areas. However, she does not follow the reporting procedure fully as it is not her practice to provide them with a written summary, as

required. For example, parents do not have the written information to help them to properly reflect on their children's progress at this crucial time of their development. Even though all of the children are learning through play, the childminder is not supporting every child fully to make good progress in learning and development, in readiness for school.

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

The positive interactions between the childminder and the children show that they are developing secure emotional attachments with her. Laughter and smiles are commonplace between them. The childminder works closely with parents to settle children. She gains sufficient information about children's routines, their like and dislikes and what children can do. Consequently, the childminder provides continuity of care for every child. The childminder's settling-in procedure is suitable because it enables her to engage with parents to find out about children's starting points. The childminder carries out some observations of children and this enables her to prepare well to welcome children into her setting. The childminder routinely discusses children's activities and their progress with parents, and this allows them to work together, for example, to support young children to progress from crawling to walking. Additionally, she is careful to follow children's individual routines and their parents' preferences for them, which meets their individual needs and helps promote inclusion well.

Children are happy and contented in the childminder's care because she gives them her time and attention. She attends to children's personal hygiene needs promptly and uses personal care routines to interact positively with the children. For example, she uses the nappy-changing times to make eye contact and to talk to children on a one-to-one basis. This helps the youngest children to begin to understand that their needs are important. She uses the feeding routine to increase children's physical development. For example, she gives children some finger foods to develop their hand-eye coordination and to promote their successful progression to mixed feeding. The childminder meets children's healthcare and personal needs sensitively. The childminder takes some effective steps to develop children's understanding of healthy lifestyles. She makes sure that children's food is balanced and nutritious, and that they all enjoy fresh air and exercise each day. The childminder follows good hygiene routines to help children to consolidate their learning in this area.

The childminder takes some suitable steps to minimise risks to children. However, her understanding of safeguarding is inconsistent. For example, she closely supervises young children and has appropriate fire safety equipment in place. However, she does not recognise the potential danger that household cleaning products and low-level glass ornaments present to children. The childminder's risk assessment is not fully effective to identify and address all risks to children in the areas they use. These inconsistent practices do not help children to develop a good understanding of different aspects of healthy lifestyles and personal safety.

The childminder provides resources that cover all areas of learning. However, she does

not always uses these effectively to extend children's learning. Nonetheless, children enjoy playing with them. The childminder is gentle and kind in her interactions with children. She acts as a positive role model and shows them what behaviour is expected of them. Additionally, she provides children with simple, clear boundaries, along with familiar routines, to help them to start to understand what is expected of them. The childminder knows that when she joins young children's play that she is helping them to start to share. The childminder praises the children's achievements, and this helps children to learn when they do well. The childminder uses redirection and distraction positively to guide children's behaviour. Consequently, children behave well and are responsive to the childminder.

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

The childminder does not fully implement all aspects of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. Consequently, overall, the arrangements that she makes for children require improvement. For example, the systems that the childminder uses for planning, assessment and tracking children's progress are not thorough. They do not provide her with reliable information about the pace of progress each child is making. She does not make consistent use of the information from her assessments to make sure that she always plans and delivers activities to consolidate and extend all aspects of the educational programmes. As a result, her quality of teaching is inconsistent.

The childminder demonstrates suitable knowledge of child protection. She knows what to do if concerns arise about children's well-being, and she makes her assistant aware of the possible signs and indicators of abuse and or neglect. The childminder informs her assistant of what he must do if he has concerns about a child. The childminder is familiar with the local child protection and safeguarding procedures to help to keep children safe. The childminder shares information about safeguarding with parents and her assistant, and this includes relevant contact numbers. Even so, not all aspects of safeguarding children are thorough. For example, her risk assessment is not thorough enough to effectively identify and address all potential hazards within the environment. In addition, the childminder does not meet all the requirements for the compulsory and voluntary parts of the Childcare Register as she does not accurately record older children's attendance, particularly at the weekends, and fails to identify and address all potential risks.

The childminder is developing suitable partnerships with parents. She welcomes all parents into her home and she provides them with information about their children's activities. This helps parents to understand how their children spend their time in the childminder's care. Since the last inspection the childminder has taken some steps to drive improvement in her provision. However, because her knowledge of the Early Years Foundation Stage is limited, she does not always realise when she needs to make further improvements to her practice. It is not the childminder's practice to review her performance with the use of self-evaluation. Therefore, she does not recognise that she is not consistently implementing all aspects of the requirements of the Early Years Foundation Stage. Nevertheless, at inspection, she is clear about what she will do to

improve the quality of learning and development, and to improve the overall quality of the provision that she provides to enable children to consistently move forward in their learning.

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:

- keep a daily record of names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children in your care (compulsory part of the Childcare Register)
- keep a daily record of names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children in your care (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	EY330537
Local authority	Milton Keynes
Inspection number	828158
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	4
Name of provider	
Date of previous inspection	07/01/2009
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

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