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|--------------------------|------------|
| <b>Inspection date</b>   | 31/01/2013 |
| Previous inspection date | 24/11/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 3 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| 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        |                         | 2 |

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder provides a nurturing environment in which children form strong relationships and feel secure.
- Children are highly involved in their play. This is reflected in their positive behaviour and growing independence.
- The childminder provides fun and challenging learning opportunities that enable children to make good progress towards the early learning goals.
- The childminder has effective partnerships with parents and other settings, which have a positive impact on children's development and learning.
- The childminder's effective risk assessment for the home, and outings in the local community, helps children to be safe and secure.

#### **It is not yet outstanding because**

- Children have some opportunities to practise their writing skills, although they are not encouraged to write for a variety of everyday purposes.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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's activities in the kitchen/diner and lounge.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's observation files, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents expressed in questionnaires.

## Inspector

Kim Mundy

## Full Report

### Information about the setting

The childminder registered in 2007. She lives with her family in Bletchley in Buckinghamshire. The whole of the ground floor of the house is available for childminding and there is an enclosed garden for outside play. The childminder walks to local schools to take and collect children and she attends local pre-school groups. The childminder's provision is open all year round from 6.30am 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 two children under five and four children over five before and after school. She offers care for children aged up to 11 years.

### **What the setting needs to do to improve further**

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

- include opportunities for writing during role-play and other activities, for example, making shopping lists.

### **Inspection judgements**

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

The childminder offers a range of interesting activities, toys and resources for children's individual interests. She has a good understanding of how children progress and learn through play and supports children effectively to acquire new skills. Therefore, they make good progress in all areas of their development. The childminder sets up toys and activities before the children arrive so that the environment looks attractive and inviting. Children enjoy searching for animals as they are mentioned, when they listen to the story. They use their imaginations to make good comparisons, such as choosing a dinosaur as a chameleon. Children show an interest in writing as they use felt pen markers on the easel. However, the childminder does not provide opportunities for children to write for a variety of purposes, for example in role-play, to fully extend their literacy skills.

Children have fun as they explore shape, number, colour and size when building towers. The childminder introduces a range of mathematical language, such as 'taller' and 'bigger than'. The childminder encourages children to estimate what size bricks they need to fill in the gaps and what will happen next. Children succeed in making the tower taller than them. They show a great sense of achievement and smile in response to having their photo taken with their tower of bricks. In addition, they spend time confidently completing 26 piece puzzles, looking for the shapes of the vehicles and placing them correctly. They require minimal support to complete this, but the childminder sits with them asking open questions and encouraging them to respond. This helps children to develop good speaking and listening skills. Children learn to take turns as they play card games with the childminder. They share the cards, talk about the pictures and match them. They find out how things work as they press buttons on programmable toys, such as the cash till and telephone. They use magnifying glasses to look at the creepy crawlies in the garden.

Children develop their creativity and imagination as they join in role-play. The childminder provides resources to further enhance children's play. For example, dressing-up clothes, dolls, a buggy and various kitchen utensils. Children also enjoy painting in different ways and sticking activities. The childminder helps children to develop good control and co-ordination in large movement activities. In the garden, they play with balls, skipping ropes, hula hoops and scooters. Children learn about the world in which they live, for instance, as they play with a range of multicultural resources and celebrate a variety of festivals. The childminder helps children to gain the skills they require for their future learning.

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

The childminder develops good relationships with children and they are very happy and settled in her care. They clearly enjoy her involvement in their play. She responds enthusiastically by asking questions and making suggestions to further challenge and excite them. The childminder plans many activities to help children learn to share and take turns. Children learn good manners and are well behaved. They follow the sensible, but few, boundaries that are in place.

The childminder supports children to feel safe and to learn about risk and healthy lifestyles. Children learn about 'stranger danger' and road safety when out and about in the local community. They are encouraged to tidy away their toys so they do not become a tripping hazard. The childminder describes talking to children about using their hearts and muscles as they play actively in the park. Children enjoy fresh air and exercise on a daily basis, for example, as they walk to school, climb, swing and slide at the park.

The childminder's home is clean and suitable for children. Children are very independent in the bathroom. They learn to wash their hands at appropriate times to develop good personal hygiene. Children enjoy a range of healthy meals and snacks. Meal time is a sociable occasion where children sit comfortably at the picnic table to eat. They help themselves to drinks, throughout the day, when they are thirsty. The childminder is well organised, she keeps all of the required paper work to effectively support children's well-being. For example, she accurately completes medicine administration forms and accident records.

The childminder provides equipment to help children to develop independence in preparation for school, for example, a toilet step. Children have access to a good range of toys and resources to support their all-round development.

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

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. She uses relevant guidance to help her plan the educational programme for individual children. She monitors their progress and identifies

their next steps for learning. Parents have access to their child's learning journal and they add some comments about the childminder's service.

The childminder is effectively meeting the safeguarding and welfare requirements. She has a good understanding of how to safeguard children. She is fully aware of child protection indicators and the procedure for reporting concerns. In order to promote children's safety and security, the childminder carries out effective risk assessments of her home and other environments the children use. Secure gates and doors and fire safety equipment are in place. An emergency evacuation procedure is well thought through and practised with the children.

The childminder successfully monitors the effectiveness of her childminding service. Parents and children are involved in her self-evaluation process. To put their views forward, children use pictures and smiley faces in response to a basic questionnaire. Both children and parents are very happy with the childminding service they receive. The childminder is very enthusiastic and she keeps up-to-date with any changes. She builds on her existing good knowledge and skills by attending training courses, reading child care articles and using the internet. The childminder has addressed the recommendations from the previous inspection to improve children's learning outcomes.

The childminder works very well in partnership with parents. She discusses children's individual needs and meets these accordingly. Consequently, children feel happy and secure in her care. The childminder provides parents with written daily feedback about their child's routines and activities and parents are able to read the childminder's policies and procedures about her service. She has effective relationships with the staff of the nursery and school the children attend. For example, she links her activities to the nursery themes. This helps her to provide a cohesive approach to children's learning and development.

### The Childcare Register

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|-----------------------------------------------------------------------|------------|

### 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. 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

|                                   |               |
|-----------------------------------|---------------|
| <b>Unique reference number</b>    | EY358625      |
| <b>Local authority</b>            | Milton Keynes |
| <b>Inspection number</b>          | 844181        |
| <b>Type of provision</b>          | Childminder   |
| <b>Registration category</b>      | Childminder   |
| <b>Age range of children</b>      | 0 - 8         |
| <b>Total number of places</b>     | 5             |
| <b>Number of children on roll</b> | 2             |
| <b>Name of provider</b>           |               |

|                                    |            |
|------------------------------------|------------|
| <b>Date of previous inspection</b> | 24/11/2009 |
| <b>Telephone number</b>            |            |

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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 that are usually their 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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