

**Inspection date**

14 April 2015

Previous inspection date

17 December 2014

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|----------------------------------------------------------------------------------------|-------------------------|-----------------------------|----------|
|                                                                                        | Previous inspection:    | Inadequate                  | 4        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not plan activities that fully meet children's individual learning needs and she is not challenging them sufficiently or extending their learning.
- Children are not fully encouraged to explore and investigate outside spaces to extend their learning.
- The childminder is able to discuss how she responds to safeguarding concerns and complaints appropriately. However, she has not met Childcare Register requirements to provide written procedures related to safeguarding and complaints.

### It has the following strengths

- The childminder encourages children to build trusting relationships and supports their behaviour and growing independence through her good examples.
- Overall, the quality of teaching has improved because the childminder is more secure in her knowledge of the Early Years Foundation Stage. This is helping to improve outcomes for children.

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

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

- plan a range of interesting and exciting activities, making better links with the areas of learning and children's individual developmental needs to extend their learning further.

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

- extend the range of outdoor play to ensure children experience a wider variety of opportunities to explore and experiment within their learning.

### **To meet the requirements of the Childcare Register the provider must:**

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure a written statement of procedures are available to follow in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure a written statement of procedures are available to follow in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children's play and learning inside during the inspection.
- The inspector sampled a range of documentation, including development records, and documents related to suitability, training and skills.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of parents' views through their comments on developmental records.

### **Inspector**

Carolyn Hasler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder has made appropriate improvements to support children's learning and development. However, there are still some weaknesses in practice because planning is still not strong enough. Systems to monitor children's learning are now much more accurate and information is shared more regularly with parents. The childminder is friendly and she encourages children. She helps them to learn their colours and to count, promoting their self-esteem. In general, the childminder promotes language by using ongoing conversations and talking to children about what they are doing. Children move around the environment comfortably and enjoy building towers from large blocks, providing some support for their physical development. The childminder is developing confidence in teaching children and is developing suitable skills.

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

The childminder has improved the effectiveness of her key-person role. She finds out about children through discussions with parents. In general the childminder teaches children to keep themselves safe. As a result, children are learning about their own safety and treat resources with respect. However, access to outside spaces is limited to arranged outings to the park. Overall, children learn to lead healthy lifestyles because the childminder helps them make healthy choices and teaches them personal hygiene routines. They grow in confidence and develop the skills to help them as they move between different settings and on to school.

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

The childminder has much improved her understanding of her role and responsibility to monitor, assess and plan for children's development. She works with the local authority advisors to extend her knowledge and skills and identify further areas for improvement. The childminder is secure in her understanding of safeguarding and is able to recognise and respond appropriately to safeguarding concerns. She ensures all those living on her premises are suitable to have access to children and does not generally accept visitors when children are present. The childminder is prepared to work in partnership with other professionals to ensure the future learning and well-being of children who attend.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY395082         |
| <b>Local authority</b>             | Milton Keynes    |
| <b>Inspection number</b>           | 1002666          |
| <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>      | 6                |
| <b>Number of children on roll</b>  | 3                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 17 December 2014 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2009. She lives in Tinkers Bridge, close to the centre of Milton Keynes, Buckinghamshire. The childminder offers full-time care, including before and after school hours, and overnight where prior arrangements are in place. She has an early years home-based childcare qualification.

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.

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