

Inspection date

Previous inspection date

17/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not have a current paediatric first-aid certificate. She does not have an up-to-date knowledge of how to deal with accidents and this puts children at risk.
- The childminder does not have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, she does not plan suitable play experiences for children or display toys in a way that encourages them to make their own choices.
- The childminder does not carry out the required progress check for children aged two in order to identify any possible issues with their development.
- The childminder does not have effective procedures to sufficiently safeguard children in her care.
- The childminder does not effectively reflect on her practice and consider ways in which to develop this further in order to improve outcomes for children.

It has the following strengths

- The childminder provides a welcoming environment and children form positive relationships with her and with each other.
- The childminder demonstrates a sound knowledge of how to manage children's behaviour.

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 activities in the main play areas.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector sampled children's observations, planning and assessment records
- The inspector conducted a joint observation with the childminder.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in a five bedroom detached house. She lives with her two school age children in Tinkers Bridge, close to the centre of Milton Keynes, Buckinghamshire. Childminding takes place on the ground floor with access to toilet facilities. There is a fully enclosed garden for children's outside play. The childminder lives within walking distance of the local shops, parks, pre-school and school. The childminder, who works with an assistant, currently has three children on roll who attend for various days and sessions.

What the setting needs to do to improve further

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

- obtain children's starting points and use these, along with observations and assessments, to monitor children's progress and plan for the next steps in their learning
- review children's progress at age two and ensure parents are provided with a short written summary.
- maintain an appropriate first-aid qualification in order to be able to respond appropriately to accidents and minor injuries
- ensure that no unauthorised persons are able to enter the premises unsupervised.

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

- ensure there is a sufficient range of toys and resources available to the children to allow them to make independent choices during play
- reflect upon and evaluate practice to identify areas for development to improve outcomes for children.

Inspection judgements

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

The childminder does not meet the needs of the range of children in her care. She does not effectively plan for, or monitor, their progress towards the early learning goals and she does not clearly identify their next steps in learning. The childminder does not plan any specific activities that are tailored to the children's individual learning needs and she fails to offer an effective balance of child-initiated and adult-led activities that cover all areas of learning. For example, children do not have the opportunity to develop their independence because there is a lack of toys or resources available for them to make their own choices. As a result, the childminder does not effectively support children's learning and development in all areas. Children do make some incidental progress. They are developing their physical skills as they have trips to the local parks and use the large play equipment. They enjoy dancing to songs and music and bob along in time, demonstrating their enjoyment of music and understanding of rhythm. Young children and babies play with sensory toys and push buttons to see flashing lights and hear spoken instructions. As a result, children receive some support to develop their speech and language skills and understanding of the world.

The childminder promotes adequate partnerships with parents. The childminder communicates with them each day and reports what children have been involved in during their time at the setting. She asks parents to share their children's likes and dislikes. However, she does not find out the children's starting points in order to effectively plan for their next steps of learning from the beginning. The childminder also fails to carry out the required assessment of children's progress at two years of age. Therefore, she does not effectively monitor children's ongoing learning or share this information with parents to enable them to contribute to their children's progress.

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

The childminder fails to keep children sufficiently safe from unvetted persons and does not have an up-to-date knowledge of first aid in order to treat minor accidents and injuries. As a result, children are put at risk. However, children learn to keep themselves safe as they take part in regular evacuation procedures so that they become familiar with the routine.

Children's emotional well-being is adequately supported as the childminder develops emotional attachments with the children. For example, they readily snuggle into her when drinking their bottles of milk. The areas used by the children are suitably organised so that they are safe for them to access. However, the ineffective presentation of the limited range of resources available means that children are not able to easily access toys and equipment. This does not allow them to become independent in their learning.

Children are suitably supported in developing healthy lifestyles because the childminder provides opportunities for them to exercise and get fresh air when they go on outings in their local community. For example, children enjoy their visits to the local children's centre where they can use a different range of toys and equipment. The childminder asks children regularly if they would like a drink and provides healthy snacks, such as fruit and water. The childminder follows effective hygiene procedures, such as cleaning changing mats between nappy changes. This helps reduce the risk of cross infection. She

understands how to give explanations to children so they are beginning to develop an understanding of rules and boundaries.

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

The childminder does not have a suitable understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. The childminder has failed to maintain an appropriate first-aid qualification. This is a breach of the Early Years Register and the Childcare Register requirements. Her certificate expired three years ago and she is not up to date with current first-aid practices. This puts children at potential risk. She also fails to safeguard children at all times. This is because unvetted persons, who are carrying out maintenance in her garden, are able to gain entry to her premises without her knowledge.

There are some systems in place to ensure that children are kept safe during their play. For example, the childminder carries out risk assessments for the indoor environment. The childminder has a suitable understanding of the procedures she needs to take if she has any concerns about a child in her care and a satisfactory awareness of what would alert her to a concern. She has the required information and telephone numbers to hand to enable her to refer such concerns; for example, she would call the local duty social worker. The childminder has ensured that the relevant Disclosure and Barring Service checks have been carried out for herself, other household members and for her assistant to verify their suitability. The childminder understands the procedures she needs to take in the event of children becoming unwell or having an accident. She documents the nature of any accidents and reports these to parents as they collect their children.

The quality of teaching is weak. The childminder's understanding of how to deliver the learning and development requirements is poor. She makes basic observations of children as they play. However, she does not use this information effectively to monitor the progress that they are making in their learning and plan for the next steps in their learning. The childminder is aware that by reflecting upon her childminding she can identify areas for development but struggles to put this into practice. For example, she does not currently look at ways she can develop her knowledge and skills. Therefore, she does not drive through continuous improvement and is unable to fully support children in their progress.

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:

- maintain an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure no unauthorised persons are able to enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register).
- maintain an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure no unauthorised persons are able to enter the premises without the knowledge of a person who is caring for children on the premises (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	EY395082
Local authority	Milton Keynes
Inspection number	891082
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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