

Inspection date	09/07/2014
Previous inspection date	12/08/2011

The quality and standards of the early years provision	This inspection:	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 warm, welcoming home, where children play happily and securely. She supports children's learning through the use of a lovely range of stimulating resources, which are developmentally appropriate to all children.
- Children's communication skills are promoted well because the childminder and her assistants spend time positively interacting with children, encouraging the effective development of their vocabulary and language skills.
- The methods used to evaluate the childminding provision are comprehensive and enable the childminder to identify where she can work to bring about continuous improvement.
- Strong links between the childminder and parents ensure that children's well-being is consistently and effectively promoted.

It is not yet outstanding because

- Children are not always given sufficient time to finish or complete a self-chosen activity.

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 during activities in the lounge, play room and garden area.
- The inspector discussed aspects of the childminder's and assistants' practices with them, at appropriate times during the inspection.
- The inspector viewed all relevant documentation, including planning, observation and assessment records for the children.
- The inspector and childminder carried out a joint observation.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2011. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three young children in a four-bedroom detached house in Bradwell, close to the centre of Milton Keynes. The childminder works with two assistants. Childminding takes place on the whole of the ground floor, which includes sleep and toilet facilities. There is a large, fully enclosed garden available for the children's outside play. The childminder's home is within walking distance of local shops, parks, pre-schools and schools. The childminder currently cares for 16 children, of whom four are over the age of eight years. Children attend for various days and sessions. The family has one cat and two dogs.

What the setting needs to do to improve further

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

- review the organisation of daily routines to allow children sufficient time to complete their self-chosen activity.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She provides care with the close support of two assistants and together they provide a welcoming, fun and secure learning environment. The childminder gather information from parents about what children can do at home and what they already know. She then uses this information to plan learning experiences tailored to children's individual needs. This means that children are engaged in meaningful and targeted activities that challenge all areas of their learning. Consequently, children are making good progress in their learning from their individual starting points. Children's development is tracked effectively and the childminder has a good understanding of the progress check for children at age two. She effectively shares children's developmental records, photographs, written observations and assessments with parents. This means that parents are actively involved in their children's learning, which, in turn, aids continuity.

The childminder promotes children's communication and language skills well as they chat about what is happening during playtime. She ask open-ended questions, to encourage them to predict and think through ideas and solutions. Children count frogs on a card, and then take great delight in looking for toy frogs in the sand pit close by. They have tremendous fun as they whizz down slides from underneath blankets and build dens as they act out familiar stories; for example they huff and puff to blow the house down.

Children have every opportunity to develop early writing skills as they play in sand, paint and gloop. They use a variety of resources in water as they pour from jugs into water wheels. They all snuggle up together on a blanket in the garden to listen to a story; they also have their own book corner where children of all ages can sit and look at books for their own enjoyment.

Children's physical development is enhanced by daily play in the garden and there is a wealth of opportunities for children to participate and investigate. They access slides and tunnels, and ride on trikes and scooters; there are swings for older children, as well as a baby swing. Children's enjoyment of the outdoors is further enhanced by a mud kitchen for them to explore, dig and delve in dirt; they also learn what happens when water is added. The children plant potatoes and herbs, which helps them understand where food comes from and how things grow.

Children receive regular praise and encouragement, which helps develop their self-esteem and supports their growing confidence. The childminder completes the progress check for children at age two and shares this information with parents. She develops good relationships, where appropriate, with the local nurseries and schools. As a result, all children are effectively supported to develop their skills for their future learning, and benefit from consistency and continuity in their development.

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

Effective partnership with parents means that the childminder gathers detailed information about each child during the admissions process. Parents share details about their children's home routines, likes and dislikes, which the childminder respects. The childminder uses the information about what children can do and what they enjoy to plan activities around their interests. Consequently, children are happy and settled as the childminder provides continuity of care. The childminder knows the children well and they form strong attachments to her. This supports children in feeling safe and secure and gives them confidence to explore their learning environment. Resources in the indoor environment are stored at a low level and are well labelled with words and images. This supports children's understanding and independence as they make choices about the resources they want to play with. However, at times, children are not always able to pursue their learning without interruption or to complete activities to their satisfaction, due to the organisation of some daily routines.

The childminder and her assistants are enthusiastic and are positive role models for the children. She encourages them to say 'please' and 'thank you', and to share and take turns. The childminder reminds children to be kind to each other and reinforces positive behaviour through effective use of praise and appropriate use of distraction. She uses local community facilities, such as trips to the local children's centre, library and local shops to enhance children's learning about the world around them. Children have daily access to a large, enclosed back garden, which supports their well-being as they exercise in the fresh air. Young children expend their energy and extend their physical development as they play on the climbing frame. They enjoy playing with a lovely range of

toys and resources as they ride on scooters and trikes, learn to wait their turn to come down the slide and play alongside one another at the water tray. This shows they are acquiring the personal skills to support future learning. They are learning to gain respect for their peers and to develop confidence to form friendships with other children, which helps them to feel comfortable when the time comes to move on to nursery and school.

The childminder promotes children's safety in the home and on outings by effective use of risk assessments. Regular monthly fire drill practices help children to understand how to keep safe. The childminder effectively supports children to manage acceptable risks by teaching them how to use equipment safely. For example, she supports a young child climbing up the ladder of the climbing frame while enabling the child to have sufficient challenge, to promote effective learning. High standards of cleanliness are maintained throughout the home and good hygiene practices at nappy changing help minimise the risk of cross-infection, which supports children's well-being. Young children are encouraged to try to put on their own shoes, prior to going out to play in the garden. They also learn about the importance of washing their hands when appropriate, further supporting their self-help skills. Snacks are healthy and nutritious, and the childminder ensures she is providing a good range of well-balanced meals. Children are able to help themselves to fresh drinking water at any time; this prevents them from becoming thirsty and encourages them to develop a sense of what their bodies need. The childminder and her full-time assistant hold appropriate first aid certificates; this means they are able to carry out minor medical care treatment when needed.

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

The childminder has a good knowledge of the safeguarding and welfare requirements and consequently, children's safety is well promoted. The childminder fully understands her responsibilities in regards to child protection. She has attended training and is confident in her ability to recognise possible indicators of abuse or neglect. The childminder and her assistants have a good understanding of child protection procedures and are clear about the procedures to follow in the event of a concern. The childminder ensures that children's safety is central to her practice. Effective policies ensure the safeguarding and welfare of children, including the safe use of cameras and mobile telephones in her home. As a result, children are protected. The childminder and assistants have a Disclosure and Barring Service certificate to confirm their suitability to be with children. Effective supervision and extensive risk assessments minimise hazards for children. The childminder makes appropriate use of safety equipment, such as stair gates and cupboard locks. Children explore the safe surroundings, secure in the knowledge that the childminder will respond to their needs.

The childminder demonstrates a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She uses observations of children to assess their development and plans appropriate next steps for their learning. This means that children are engaged in meaningful learning experiences

that are tailored to their individual needs. The childminder provides interesting activities that challenge and motivate children across all seven areas of learning. She shares information with parents effectively as she records accurate and precise development records. This means she is able to include parents in their children's learning by building learning bridges between home and her setting. The childminder tracks children's development and ensures children take part in a broad range of activities that support them in making good progress towards the early learning goals. She is able to identify any gaps in children's individual learning and plan appropriate early intervention if required, to ensure children receive the additional support they need. The childminder has developed effective links with local nurseries, to enhance transition arrangements and to ensure consistency of care and learning for children attending other settings.

The childminder uses effective self-evaluation to reflect on her provision and has sought the views of parents through discussion and questionnaires. She and one of her assistants have attended recent training to use an online system where they can be more effective at sharing information with parents. She evaluates her own and assistants' professional practices and identifies priorities for improvement that are meaningful and realistic. This demonstrates a desire to drive forward continuous improvement in the service she provides.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY421954
Local authority	Milton Keynes
Inspection number	845281
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	16
Name of provider	
Date of previous inspection	12/08/2011
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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