

Inspection date

Previous inspection date

24/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- The childminder gives children suitable freedom to explore and make choices in their play. As a result, children become independent in their learning.
- Children's interest in animals, insects and the natural world is developing because of the opportunities the childminder provides for their learning.
- Children manage risks for themselves because the childminder gives them control in carrying out small tasks.
- The childminder undertakes professional development to improve her knowledge and skills.

It is not yet good because

- The childminder has not considered the safe use of technology, such as mobile phones and cameras, in her home, to minimise risks to children.
- The Ofsted registration certificate and information about how to contact Ofsted are not on display or readily available for parents.
- Monitoring and assessment of children's progress does not always readily identify what children need to learn next to move them forward in their development.
- Information shared with parents about the areas of learning is not always up-to-date, to ensure that parents are able to fully understand what and how children are learning.

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 learning activities in the dining area, play room and garden.
- The inspector spoke with the childminder about children's learning and the activities observed during inspection.
- A range of required documentation was seen such as safeguarding policies and children's development books.
- The inspector had a tour of the areas where children are cared for.

Inspector

Hayley Marshall

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and young child in Stony Stratford in Buckinghamshire. The childminder sometimes works with an assistant. The kitchen, dining and play area of the house are available for childminding and there is an enclosed garden for outdoor play. The childminder walks and drives to local schools to take and collect children. The family has a pet cat. There are eight children on roll, five of whom are in the early years age range. Children attended for a variety of different times and days. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification.

What the setting needs to do to improve further

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

- implement a procedure for the safe use of technology in the home, such as cameras and mobile phones, to reduce any possible risk to children
- display the Ofsted certificate of registration and make available for parents information about how to contact Ofsted.

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

- monitor planning and assessment to make sure they are consistent, precise, and accurate, to identify what children need to do next in order to progress in their learning
- review and update information shared with parents about the educational programme, to reflect the areas of learning.

Inspection judgements

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

The childminder allows children appropriate freedom to explore the environment and make choices about their play. Consequently, children play creatively together. For example, children enjoy dressing up as book characters and take part in role play

imaginatively. They are independent and confident in leading their own play and as a result they remain suitably engaged for periods of time.

The childminder has a sound understanding of how children develop, drawing upon her prior experience of working with young children. She observes children and records what they are learning, linking this to areas of the curriculum. The childminder uses information from children's previous settings and parents to determine their starting points. However, assessments do not currently track children's progress in enough depth to clearly determine what they need to learn next to move them forward in each area of development. The childminder records children's learning activities in a development book, which she shares with parents. Regular discussions help parents to find out about what children learn and support the childminder to plan activities that she knows will interest children. The two-way flow of information helps children to experience some continuity. However, some information the childminder provides for parents is out of date. As parents have conflicting information about what and how children are learning they cannot always fully support children's progress at home.

Children are capable communicators who use language to express themselves and in their play. They talk about what they are doing with each other and with the childminder. The childminder supports their developing communication by modelling conversation, asking questions and listening to children's responses. The childminder praises children when they ask their own questions and shows them that she is interested in what they say. This sufficiently increases their confidence and makes them want to communicate with her further. Children enjoy playing together and talking about what they will do. They have a sophisticated sense of humour and enjoy testing this out on the adults they encounter. They are confident to initiate conversation and are curious about what adults say to them. Children become absorbed in things that interest them. The childminder recognises this and provides many chances for children to extend their learning. For example, the childminder buys crickets from a local pet shop for children to hold and look at. They watch caterpillars turn into butterflies and recreate what they have seen in paint. Children talk at length about their pictures of butterflies and the features of the insects they examine. This keen interest demonstrates that children are developing the appropriate skills they will need in their future learning and in readiness for school.

Children are able to balance and are becoming coordinated in their movements. The childminder encourages children to walk up and down stairs, holding on to the bannisters. The childminder shows and tells children how to negotiate the stairs safely. They become adept at climbing and descending them. In the garden they go up and down steps from the lawn and patio area, correcting themselves if they wobble. Children develop their smaller muscles through using pencils and paintbrushes, and are able to draw pictures of their family. Children enjoy playing with water in the garden and fill bowls and cups, pouring from one to the other as they develop hand and eye coordination.

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

The childminder encourages children to attend settling-in sessions. She works closely with children's previous settings to ensure that they feel suitably confident in their move into her care. The childminder recognises that events, such as holidays, can affect children's routines as they take a period to resetttle afterwards. Children are fond of the childminder and run to her when they want reassurance or to tell her if they feel they need her help. She gives children plenty of encouragement and works with parents to find out about children's eating and sleeping patterns from home. This helps to ensure her routines meet children's needs. The childminder talks to parents about extra support she gives children, such as encouraging them to share. This helps to make sure that parents and the childminder give children a consistent set of boundaries that help them to know how to behave well.

Children learn about how to manage small risks for themselves as the childminder gives them chances to undertake small tasks. They hold the hosepipe and fill up the water trough, learning that they need to point it in the right direction so that they do not get wet. The childminder explains to children why they must not come into the house when wet because they will slip and that if they climb on chairs they are likely to fall. This means that children are suitably able to manage some risks for themselves as they learn about safety. The childminder has yet to consider how she can safely use technology, such as mobile phones and cameras, to minimise the risk to children. This poses a potential risk to children's well-being and is a breach in legal requirements.

Children are beginning to manage conflict by themselves. The childminder talks to children about feelings and encourages them to think about the impact of their actions upon others. Therefore, children feel secure in the childminder's care and get along well with each other.

Children learn about healthy lifestyles as they come and go from the garden freely and eat a healthy snack. The childminder explains that some foods, such as crisps, are a treat. This helps them to develop a positive attitude towards healthy eating. Children are confident in managing their own personal needs to minimise the risk of the spread of infection.

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

The childminder has an awareness of how to keep children safe and minimises risks to children within the home. She uses visual assessments in the inside and outside area. She identifies hazards on trips outside of the home in order to put measures into place to reduce them. The childminder knows the signs and symptoms that might cause her to be concerned about the welfare of children and can explain the action she would take.

The childminder has a positive attitude towards professional development and attends some relevant courses to further develop her knowledge and skills. She is aware of some of the weaker areas in her practice and is starting to put into place action plans to address these. The childminder asks parents for their views so she can develop the quality of care

she provides for children. Children tell the childminder what they enjoy doing and ask for activities they enjoy. This means that the childminder has a reasonable capacity to maintain improvements in the quality of care that she provides for children. However, the childminder has not displayed her certificate of registration or details for parents of how to contact Ofsted should they wish to make a complaint, which are breaches in legal requirements. These are also breaches of the voluntary and compulsory parts of the Childcare Register on which the childminder is also registered.

The childminder works with other settings children attend in order to find out about what children are learning. This helps her to complement their programmes and suitably build upon what children already know. The childminder has thought about the progress check at age two for children and carries out research about how she will complete this. She discusses this with parents and decides the most suitable time to complete it. Working with other childminders helps the childminder to reflect upon her own practice and look at ways in which she can continue to strengthen and increase the quality of care she provides.

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:

- make information about Ofsted's address available for parents (compulsory part of the Childcare Register)
- display the certificate of registration. (compulsory part of the Childcare Register).
- make information about Ofsted's address available for parents (voluntary part of the Childcare Register)
- display the certificate of registration. (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	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 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 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

Unique reference number	EY457540
Local authority	Milton Keynes
Inspection number	903655
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	8
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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