

Inspection date

17/12/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

The quality and standards of the early years provision

This provision is outstanding

- Children make very strong attachments to the childminder which promotes their personal, social and emotional development exceptionally well.
- Children make excellent progress in relation to their initial starting points. This is directly due to the childminder's excellent knowledge of how children learn and develop.
- Excellent partnership with parents, carers and others means that children's individual needs are met very effectively.
- Children benefit from the input of the highly inspirational childminder. Self-evaluation is highly focused and reflective practice means that the childminder has very high expectations for the children.

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 dining room, lounge and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the observations.
The inspector looked at the childminder's self-evaluation form and a selection of
- policies and children's records, including the childminder's observations of children's activities.
- The inspector also took account of the views of several parents.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Tattenhoe in Milton Keynes. The whole of the ground floor of the house is available for childminding and there is a garden for outside play. The childminder walks or drives to local schools to take and collect children and she attends the local pre-school groups. The childminder's provision is open all year round from 7.30am 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 four children in the early years age range and two children over five years during the school holidays. The childminder holds an early years Level 3 qualification.

What the setting needs to do to improve further

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

- extend the range of resources to enhance children's outdoor play experiences.

Inspection judgements

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

The childminder is highly committed to her role and she is highly focused on fulfilling the needs of each and every child. She has an excellent understanding of the early learning goals and how to help children to achieve these. The childminder provides a very stimulating learning environment which encourages the children to become curious and independent learners. She uses very effective teaching techniques and she meticulously plans, assesses and tracks the children's excellent progress. The childminder guides, supports and encourages the children to be active and independent learners. She creates a very stimulating and exciting learning environment. During many activities, the childminder takes photographs and uses these to help children to reflect on what they have done to extend their thoughts, ideas and vocabulary. Therefore, the childminder is offering the children the best possible start in their early education.

Children make excellent progress in their personal, social and emotional development. They learn to take turns and share during many activities; for example, as they play ball games and wait their turn to press the buttons in books. Children's speaking and listening skills develop exceptionally well because the childminder engages them in many conversations and asks open questions that make them think and explore new vocabulary. Children thoroughly enjoy looking at their family photo books which they share and talk about with the childminder and their friends. Children develop very good literacy skills as they recognise their name when they self-register on arrival. They refer to pictures and

words in their play environment and write for a wide variety of purposes; for example, as they write letters to post in the toy post box. Children show a great interest in books and the childminder makes very good use of puppets and props to further capture their interest. When telling familiar stories to the children, the childminder pauses to allow them to fill in the missing words.

Children have excellent opportunities to learn about number, colour, shape and measurement. They fit puzzles together, build with bricks, thread beads, use calculators and weigh ingredients during cooking activities. They explore volume and capacity during sand and water play and express delight as they mix these together. Children are highly involved in this activity as they explore textures, numbers, size and measurement. The childminder knows exactly when to intervene to extend children's learning and when to stand back to give them space; for example, by allowing children to quietly explore the sand and water mixture falling from their hands. Suggesting, speculating and inviting children to express their own thoughts and ideas successfully also moves their learning forward.

Children have excellent opportunities to learn about the world in which they live. The childminder encourages them to embrace diversity as they play with a variety of multicultural toys and resources. For example, they enjoy picnics with multicultural dolls and Chinese cooking utensils. Children learn about people who are less fortunate than themselves as they talk about and join in activities for fund raising events. Children's knowledge of technology is developing extremely very well. For example, they learn to operate many programmable toys, telephones, torches and cash tills.

Children respond to the world creatively and imaginatively as they paint, stick, play musical instruments and participate in make-believe play. Many worthwhile activities encourage them to explore and investigate through using their senses; for example, moon sand, dough, spaghetti and pasta. Children have excellent opportunities to develop their imagination through experiences, such as making kites to fly in the park. They spend time exploring through using their senses as they feel the different textures in the sensory tent such as fabrics, tinsel, pine cones and leaves. Children enjoy excellent first-hand experiences which help them gain the skills, attitudes and dispositions they require in preparation for school.

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

From the outset, children experience warm and trusting relationships with the very caring childminder and her family. The childminder places a very strong emphasis on the children's emotional well-being. Settling in arrangements meet the individual needs of the children and their parents, so both separate when they are ready. The childminder makes excellent use of the space available in her home. There is a very large selection of toys and resources which are well organised and used to support children's all-round progress and learning. In addition, the childminder provides a range of very good quality nursery furniture to meet the needs of the children attending; for example, high chairs, blow-up rest beds, car seats and different size buggies.

The childminder places a high priority on children's health. Children from a young age learn to wash and dry their hands independently before choosing their snack from the menu display board. When they stay for lunch, their parents receive information about healthy options to include in their lunch boxes. Children learn to eat healthy as the childminder offers fruit and vegetables as snacks. They experience sociable meal times when they sit together and learn good manners. Well established personal hygiene routines minimise possible cross-infection; for instance, children have individual flannels, towels and bed linen. The childminder has excellent daily cleaning routines to further minimise possible cross infection and the children enjoy helping to wash their toys.

Children learn to keep themselves safe as they take small risks with constant supervision and support of the childminder. They learn how to use scissors safely when cutting paper, practise the emergency evacuation procedure and they learn to cross the roads safely. Children get plenty of fresh air and exercise whatever the weather. They develop very good control over their bodies as they ride tricycles, kick and throw balls, balance, slide and climb on apparatus. Overall, the childminder's garden is very well resourced although there are fewer construction resources, such as planks and crates, to give children even greater opportunities to develop their physical skills.

The childminder applies consistent boundaries so that children develop knowledge of what is expected. For example, toddlers spontaneously thank one another as they offer toys. Children receive ample praise and encouragement for the smallest of achievements. This boosts their confidence and self-esteem. The children smile with great delight in response to the childminder's praise.

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

The childminder has an excellent understanding of her responsibility of meeting the safeguarding and welfare requirements. Her arrangements for safeguarding children are robust and regularly reviewed. The childminder takes excellent steps to keep children safe and secure. A meticulous risk assessment and daily checks ensure that all areas of the home and garden are safe before children arrive. The childminder also carries out pre-visits to the places where children go on outings; for example, to the library, parks and farm. The childminder is extremely well organised and all paperwork is maintained to a very high standard. This includes the daily attendance record and accident and medication administration records. The childminder offers inspirational provision, with exceptional delivery of the educational programme, teaching and learning environment. As a result, children show very positive attitudes and make significant gains in their learning. The childminder fully understands her responsibility to carry out the progress check for two year olds in relation to the prime areas of learning.

The childminder has excellent systems in place to monitor the effectiveness of her provision through self-evaluation, parent questionnaires and talking to the children. The childminder successfully recognises her own strengths and weaknesses, and has great

capacity for continuous improvement because she has high expectations of herself as well as the children. Questionnaires and letters show that parents are extremely happy with the childminding service and hold the childminder in very high regard. Parents state, for example, 'You have gone above and beyond my expectations and this is reflected in my child's excitement and happiness when arriving'.

Partnerships with parents and carers are exemplary. At the end of the day when parents collect their child, they are fully aware of the day's activities, achievements and routines. Parents receive many photographs of their child during the day which they state they find very reassuring, especially when their child first starts. Parents have excellent opportunities to be fully involved in their child's learning. They take their child's learning journal home every month which includes their next steps for learning and ideas to accomplish these through using 'Moving forward at home' forms. The childminder is very enthusiastic in helping parents to further extend their children's learning in their home environment.

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	EY463609
Local authority	Milton Keynes
Inspection number	925457
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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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