

Inspection date

19/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 well-resourced learning environment where children make decisions about their play, which encourages them to become active in their learning.
- Children demonstrate that they are happy and secure because they have developed close relationships with the childminder. This underpins their positive, stimulating experiences in the setting and consequently, they are making good progress toward the early learning goals.
- The childminder develops effective partnerships with parents. Policies and risk assessments are thorough, shared with parents and implemented successfully to promote children's safety and welfare.

It is not yet outstanding because

- The childminder misses some opportunities to further extend children's mathematical language and problem solving skills to promote their all aspects of their mathematical development well.

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 play room and garden area.
- The inspector discussed aspects of the childminder's practice with her at appropriate times during the inspection.
- The inspector viewed all relevant documentation provided, including the children's planning, observation and assessment records.
- The inspector took into account the views of parents through feedback sheets and talking to them.

Inspector

Maxine Coulson

Full report

Information about the setting

The childminder registered in 2013. The childminder 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 school aged children in the Crownhill area of Milton Keynes. The whole of the ground floor of the house is available for childminding and there is a fully enclosed garden available for the children's outside play. The childminder walks to local schools to take and collect children. The childminder currently has nine children on roll and children attend for various days and sessions. The childminder supports children who learn English as an additional language. She works an assistant when caring for the children. The family has small dogs as pets.

What the setting needs to do to improve further

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

- develop the organised activities to provide children with more opportunities to further extend their mathematical language and problem solving skills.

Inspection judgements

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

The childminder has a good understanding of the seven areas of learning and provides a good range of developmentally appropriate experiences for the children. Children choose their toys from the childminder's wide range of play resources which she displays to attract their interest. She uses information from parents, her own observations and early years hand books to identify children's stages of development. The childminder makes effective observations of children that describe what they are doing and link to the seven areas of learning. The childminder uses these observations to monitor children's development and plan for their individual interests and their next steps for learning. As a result, children are making good towards the early learning goals. She has yet to complete the required progress checks for two-year-olds, but has a good understanding of providing a short written statement of their progress to inform parents.

The childminder encourages children's communication skills through conversations throughout their time with her. She asks children questions to encourage them to think, express themselves and use their developing language. However, there are times during some organised activities that the childminder does not always use opportunities to further extend children's mathematical language and problem solving skills. For example, children talk about how different fruits look and feel, but the childminder asks fewer questions to encourage children to talk about the sizes of the fruits or calculate how many plates they might need.

The childminder provides toys and equipment which she uses to offer good levels of challenge appropriate to children's age and stage of development. For example, older children ride two-wheeled toys, while younger children ride on three wheeled toys to provide additional balance and help them succeed. Children use plastic knives when cutting up fruit; older children have a go themselves, while the childminder supports the younger children in how to handle utensils effectively. This results in children developing the necessary skills as they prepare to move on in their learning. They sit together to read favourite stories and all join in enthusiastically as they 'quack' like ducks and 'meow' like cats. Younger children repeat familiar phrases and older children anticipate what comes next. This means children are developing their enjoyment of books and early literacy skills successfully.

The childminder encourages parents to have initial visits with their children to help them settle. She supports parents to share what they know about their children, through the all about me sheet and the use of daily home books. This means the childminder gains valuable knowledge of the children's likes and dislikes, their routines and care needs from the start. The home book enables parents and the childminder to share information about children's developing achievements and interests, and maintains efficient communication. Parents are encouraged to read their children's learning and development folders and complete feedback sheets. This enables parents to be involved with their children's development and learning.

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

The childminder uses all about me books and settling-in visits with their parents to ensure children are supported well during the move from their home to her care. Children appear to be happy and settled. They are confident around visitors and demonstrate they feel safe as they independently choose from the resources available. They enjoy a welcoming environment that has a large number of resources, both indoors and outdoors that support their all-round development. Children demonstrate close relationships with the childminder as they hold up their arms to be lifted for a cuddle and reassurance. Parents comment that they 'are more than happy with the childcare', that their children love her food and 'can't wait to come and have fun'.

The childminder is a good role model, prompting children to say 'please' and 'thank you' to develop good manners. She helps children develop good peer relationships, and as a result, children demonstrate behaviour which is kind as they share and take turns. Children cooperate and consider the needs of others which help to prepare them for when they move on to school. The childminder manages unwanted behaviour very well and helps children develop their knowledge of right and wrong with age-appropriate explanations to support their understanding. The childminder cares for children who learn English as an additional language and they are fully included throughout the provision. For example, she provides nursery rhymes in their home language to help them feel secure and help with their settling in process. Using a range of resources, such as stories, the childminder teaches children that people have cultures and beliefs different to theirs,

helping them to develop an understanding of the wider world and their place in it. This successful working partnership with her assistant helps the childminder to meet the individual needs of all the children who attend.

Children enjoy outside play where they develop physical skills, while learning how their bodies benefit from healthy exercise. For example, they play football in the garden and they kick, catch and throw balls through hula hoops. Children enjoy play on the large equipment at the local park and they learn to risk assess for themselves. This promotes their understanding of how to keep themselves safe. For example, they learn how to zip the netting up when they use the trampoline in the garden to ensure they do not fall off. Children benefit from a wide range of home-cooked, nutritious meals and the childminder talks to them about the importance of eating fresh fruit during snack time. Children have drinks provided throughout the day to prevent them from becoming thirsty. This helps develop children's understanding about leading a healthy lifestyle. Through everyday practices children demonstrate their independence in self-care. Younger children are encouraged to feed themselves and the childminder provides support when needed. Children learn about personal hygiene through robust daily routines and this ensures they can attend to their own personal care needs when they move on to school.

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

The childminder has a good knowledge of the seven areas of learning and knows that children learn through play and from experiences developed around their interests. The childminder uses her weekly planning evaluations to monitor the strengths in her practice and to identify areas to improve further. The childminder demonstrates a secure understanding of safeguarding children. She places a strong emphasis on creating a safe, secure and welcoming environment for the children in her care, in which they can play freely. All required household members are suitably vetted and the childminder monitors who has access to the children to keep them secure.

The childminder implements thorough policies and procedures which she shares with parents in order to promote children's welfare and safety. These include robust risk assessments completed for her home, outings and the garden which ensure children are kept safe. The childminder implements fire evacuation procedure with regular fire drills. This helps to ensure that children are confident about how to keep themselves safe in the event that they need to evacuate the childminder's home. She holds a current first aid certificate, which means that she can give appropriate treatment if there is an accident involving a child in her care. The childminder evaluates her own practices and identifies strengths, areas she wishes to develop and what training she wants to attend to enhance her knowledge and skills. For example, she is seeking further in-depth child protection training to ensure she is keeping fully up to date with robust safeguarding procedures and current legislation.

Parents are actively involved in the childminder's improvement plans through the use of ongoing discussions and completing questionnaires to express their views and ideas.

Parents' feedback is positive and they highly commend the care and support given, and activities provided by the childminder. Partnerships with parents are good because the childminder keeps them well informed both through written information in the home book and through daily verbal communication. This helps to meet children's needs consistently and well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY465699
Local authority	Milton Keynes
Inspection number	946312
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
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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