

Inspection date	11/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are making good progress in their learning and development because the childminder's plans an interesting range of activities to capture their interest.
- The childminder establishes trusting relationships with parents and shares information with them to meet the children's welfare requirements effectively.
- Children happily explore in the safety and security of the home. They develop close attachments to the childminder and her co-childminder.
- The childminder successfully monitors her childminding service through effective self-evaluation to make continuous improvements to her service and to promote outcomes for children.

It is not yet outstanding because

- The childminder does not use children's interests in books as well as possible to extend their learning.
- Although children enjoy outdoor play experiences, they have less opportunities to extend their all-round development.

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 kitchen and dining room areas of the home.
- The inspector spoke with the childminder, her co-minder and children at appropriate times throughout the inspection.
The inspector looked at the childminder's self-evaluation form, a selection of
- policies, parent consent forms, children's records and the childminder's observations of children's activities.
- The inspector took account of the childminder's parent questionnaire responses.

Inspector

Kim Mundy

Full report

Information about the setting

The childminder registered in 2013. She works with a co-childminder at the co-childminder's home in Broughton in Milton Keynes, Buckinghamshire. The ground floor and a room on the first floor of the house are available for childminding and there is a garden for outside play. The childminder walks to local schools to take and collect children and she attends the local pre-school groups. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her provision is open all year round from 7.30am to 6pm Monday to Friday except for a week at Christmas and a week in the summer holidays. The childminder and her co-childminder are currently minding five children in the early years age range. They support children learning to speak English as an additional language and offer care to children aged over five years.

What the setting needs to do to improve further

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

- encourage children's good communication and interest in books further; for example, through the use of photographs and story sacks.

- strengthen outdoor play opportunities to develop children's all-round development.

Inspection judgements

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

Children are very happy and relaxed in the care of this kind and caring childminder and her co-childminder. Children access a range of activities that help them to make good progress in their learning and development. Ongoing assessments help the childminder to monitor the children's progress closely. The information she gathers helps her to identify what she needs to do to help the children to achieve their next goal. The childminder involves parents in their children's learning by making suggestions about activities they can do at home. Parents are well informed about their children's daily activities and progress through accessing secure on-line information about their child's routine and activities.

Overall, children make good progress in their communication, language and literacy. The childminder uses effective teaching techniques by introducing new words and asking open questions to encourage children to think and respond. The childminder effectively supports children learning to speak English as an additional language. She finds out key words from parents and uses flash cards to help her communicate with children. The childminder

encourages children to develop their early writing skills. She provides opportunities for children to experiment by making marks with pencils and crayons and they use their fingers to prod and poke dough, for example. Children enjoy handling books and listening to stories and talking about what they see in their environment. However, the childminder does not use additional resources, such as photographs and story sacks to extend children's learning further.

The childminder provides push and ride on toys to help children to develop good large physical skills and they spend time exploring apparatus at the local park to build on their skills. However, the outdoor environment does not fully support children's all-round development. Children experience many good opportunities to learn about the world in which they live. For example, they begin to use technology as they wind up knobs and press levers and buttons on programmable toys. They learn about diversity in society and different beliefs as they play with multicultural toys, celebrate different festivals and taste foods from around the world. Children have good opportunities to explore their local community; for example, they enjoying watching the diggers on the building site, going to a music group and visiting the park.

The childminder extends their interest and helps them to develop their creativity and imagination through art and craft activities, exploring musical instruments, action songs and rhymes and role-play. Children learn to use different tools such as rolling pins and cutters when playing with dough. They explore different textures such as sand, water and spaghetti. Younger children use their senses to explore items in the treasure basket such as rough, hard and soft objects. The childminder successfully extends the children's early mathematical skills during their play and introduces discussions about size, shape, colour and number. Children are very proud of their learning journals and they take out a mathematical game that involves counting, matching and sequencing. Children demonstrate confidence during the activity and develop good skills in this area of learning. The childminder helps children to become curious learners and she prepares them well for the next stage of their learning.

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

Children develop secure attachments to the childminder and her co-childminder from the outset of childminding arrangements. They are happy and feel safe as they respond positively to the individual attention they receive. The childminder helps children to learn to share and take turns during their play. She enhances children's feelings of safety and security by providing a familiar daily routine. This means children play and learn in a stable environment that helps them to look forward to their day. Children are full of confidence because the childminder praises and encourages their efforts for the smallest of achievements. There is a good selection of toys and learning materials, overall, to meet the needs of the children attending. In addition, the childminder provides suitable equipment, such as booster seats, a high chair and travel cot.

Children follow routines that promote their good health. They enjoy fresh air and exercise everyday. Children learn about the importance of washing their hands and observe good

cleaning routines carried out by the childminder. The childminder shares her sick child policy with parents so they know when to keep their child at home to prevent the spread of infection. In addition, good procedures are in place for medication administration. The childminder holds a current first aid qualification that helps her to manage any accidents appropriately. Children learn to keep safe on outings because the childminder teaches them to cross the road safely.

The childminder asks parents about their child's dietary requirements and caters for these individually. Snack and mealtimes are sociable occasions when children learn good manners. They enjoy nutritious snacks and home cooked meals that include fresh fruit, meat and vegetables. The childminder helps young children to prepare for moving on to school by encouraging them to become independent; she encourages them to drink from an open cup and to feed themselves. The childminder has good routines and practices in place to promote the well-being of the children successfully.

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

The childminder has a good knowledge and understanding of child protection and the procedures to follow to safeguard children. Her daily risk assessment process identifies and minimises any hazards in the home and on outings to keep children safe. For example, children practise the emergency evaluation procedure and fire-fighting apparatus is in place. The good organisation of records and documentation contributes to the safe and efficient management of the childminding provision. The childminder is fully aware of her responsibilities in meeting the safeguarding and welfare requirements.

The childminder monitors the effectiveness of her new provision, using the Ofsted self-evaluation form as a guide. She asks parents for feedback about her childminding service and talks to the children about what they like and dislike. This keen and enthusiastic childminder attends on going training courses to develop her good knowledge and skills further; for example, basic food hygiene and anaphylactic auto injector training. The childminder is currently working towards qualification in childcare at level 3.

The childminder has a good understanding of her responsibility to meet the learning and development requirements. Overall, she plans a good range of activities to support children to make good progress in their learning given their starting points. The childminder is fully aware of her responsibility to carry out the progress check for children aged two years, to provide a written summary and to involve parents in this process. The childminder establishes good working relationships with other early years settings the children attend in order to complement their learning further in her care.

The childminder establishes trusting relationships with parents and carers, which helps children to feel safe and secure. Parents share information about their child to enable the childminder to meet their individual needs while they are in her care. They receive daily information about their child's routine and achievements. Comments from parents demonstrate that they are very pleased with the service provided by the childminder and

her co-childminder. For example, a parent comments 'We are pleased with how our child settled with you and are delighted that you make so much effort with trips to the park'.

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	EY468028
Local authority	Milton Keynes
Inspection number	938195
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	7
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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