

Inspection date

Previous inspection date

09/10/2012

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 demonstrates a suitable understanding of the learning and development requirements. The progress records the childminder keeps show she has a sound understanding of what children are gaining from the activities, play experiences and outings she provides.
- The childminder provides appropriate information to parents to underpin their understanding of her service. Parents' comments received at the inspection reflect that they are happy with the service the childminder provides.
- The childminder promotes healthy lifestyles with the children, such as providing healthy foods. This underpins children's understanding of the importance of healthy activities and eating well.

It is not yet good because

- The childminder has not sought written permission for all the minded children to go on outings. This is a breach of requirements.
- The childminder's self-evaluation processes are basic. This means she does not always fully identify further improvements to support children's learning. For example, she does not consider how she can develop partnerships with all the other settings the children attend.
- The childminder takes some appropriate steps to value children as individuals. However, there are few resources, which reflect the diversity of children attending and other

people in the wider world.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- There were no children present during the inspection.
- The inspector viewed the areas of the childminder's home which children access.
- The inspector viewed the childminder's documentation, including records of children's progress.
- The inspector discussed the childminder's understanding of the requirements of the Early Years Foundation Stage requirements.

Inspector

Sheena Bankier

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her family, including four children who are all primary school aged and above in Langley, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping purposes if required. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years

Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group. There were no children present at the inspection. Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a recognised early years qualification.

What the setting needs to do to improve further

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

- obtain written parental permission for children to take part in outings

Inspection judgements

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

The childminder provides suitable activities, outings and play experiences for children. These underpin their learning and development outcomes appropriately. She demonstrates a sound understanding of the areas of learning and activities that link to these. This enables her to provide appropriate learning and development experiences for children. For example, to support children's personal, social and emotional development, she encourages sharing and turn taking with the resources. The childminder provides activities that encourage children's mathematical understanding, such as making a fruit 'smoothie'. This enables children to count and compare different fruits. It also underpins children's physical skills as they peel and cut up the fruit. As a result, children make appropriate progress in their learning and development.

The childminder demonstrates a suitable awareness of children's different backgrounds. She takes some appropriate steps to support and value children as individuals. For example, she learns some key words in children's first languages. The childminder provides satisfactory verbal feedback to parents about their children's time with her. In addition, she provides photographs, children's artwork and shares the observations she undertakes. This enables parents to gain a sufficient understanding of their children's learning and development progress.

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

The childminder soundly supports children's understanding of a healthy lifestyle. She provides healthy options of fruit for snacks, with water or milk to drink. Children benefit from regular outdoor activities, such as visits to local parks. This enables children to develop their physical skills as they use different types of equipment.

Children develop suitable independent skills. For example, children pour in the milk when making fruit 'smoothies' and learn to use the blender under her supervision. The childminder demonstrates she understands how to manage children's behaviour suitably, such as providing reminders. In addition, she demonstrates how to support children's confidence and self-esteem through using praise. The childminder underpins children's understanding of safety through practising procedures with them, such as the evacuation procedure. This enables children to develop an appropriate awareness of their safety in the event of an emergency.

Parents' written feedback demonstrates the childminder forms positive and secure relationships with the children. Parents reflect that the childminder is 'lovely and caring', for example. The childminder forms some suitable partnerships with other settings children attend. However, where there is no direct contact with another setting children attend, the childminder has not taken any steps to communicate with them. Consequently, communication with other settings is not always consistent to support individual children, such as during times of transitions.

Children have access to some suitable resources. The childminder rotates these to provide variety. Currently, there are few resources to value children's differences or raise their understanding and awareness of the diverse society.

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

Overall, the childminder demonstrates a satisfactory understanding of the Early Years Foundation Stage requirements. She implements most requirements appropriately. However, the childminder currently does not have written consent to take all minded children on outings. This is a breach of requirements.

The childminder demonstrates that she forms sound relationships with parents. She provides them with appropriate information which includes some written policies and procedures. This enables parents to gain a suitable understanding of her service. Verbal exchanges of information with parents support the childminder in developing an appropriate understanding of parents wishes and children's needs. The childminder's self-evaluation processes are currently basic. As a result, she does not always fully identify areas to develop and improve. She does take some steps to encourage feedback from parents and the children. This enables her to gain their views and opinions about her service. This means the childminder is able to consider any suggestions they may make.

The childminder demonstrates a sound understanding of her responsibilities to safeguard children's welfare. She has a written policy and procedure in place. The childminder has updated this to bring it in line with the requirements to include the use of mobile phones and cameras. The childminder demonstrates a suitable understanding of how to manage concerns about children's welfare and the procedures to follow in the event of concerns

arising.

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	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. 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	EY436359
Local authority	Slough
Inspection number	784528
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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 that are

usually their 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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