

## Inspection date

Previous inspection date

21/11/2012

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 continuously talks to children so they hear many words and develop language for communicating. As a result, their vocabulary is in line with the developmental milestones for their ages and stages.
- Children are cared for in a nurturing and supportive environment. They are happy and form close and secure attachments with the childminder, co-childminder and assistant.
- Children receive praise for their achievements which effectively promotes their self-esteem and provides them with the confidence to take new challenges and explore new situations. This helps give them positive attitudes and the skills they need as they move on to school.

### It is not yet outstanding because

- Children's learning journeys are in the initial stages of development and are not yet regularly shared with parents. They do not have sufficient opportunities to contribute to their child's development by providing information about learning at home.

## 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

- The childminder works with a co-childminder and an assistant who were present during the inspection.
- Parents comments were obtained through verbal discussion.
- The inspector observed the childminder's practice and talked to her during the inspection.

## Inspector

Susan May

## Full Report

### Information about the setting

The childminder registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Slough, Berkshire. Her mother is also a registered childminder operating from the premises and they work together with an assistant. There is a separate area designated for childminding as well as using the ground floor and first floor of the house. There is an enclosed rear garden area available for outside play.

There are currently three children attending who are in the early years age range. The

childminder offers overnight care to one child in the early years age range. The childminder cares for older school aged children. The childminder is able to take and collect children from local pre-schools and local schools. The childminder operates at times agreed with the families of the children she cares for throughout the year. Both childminders have equal responsibility for the childminding practice.

### **What the setting needs to do to improve further**

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

- provide further opportunities for parents to contribute to their children's learning and development records in order to share children's learning whilst at home.

### **Inspection judgements**

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

Children settle happily with the childminder and move around the home confidently. Resources indoors and outside are stored at their level and they may choose what they want to play with in the learning environment. This helps them develop decision making skills and a sense of independence from an early age. Babies have a selection of toys close by and develop their physical skills as they try to move to reach for other nearby resources. Older children have fresh air and exercise daily as they play in the garden, go to local parks and walk to and from nursery. Children make good progress towards the early learning goals with their learning and development, in line with expected developmental ranges for their age group. They enjoy new challenges and are eager to learn. As a result, children are beginning to acquire the skills and attitudes that will help them as they move onto the next stage of their learning and eventually to school. The childminder has begun to put in place systems to track and monitor children's development. She uses the Development Matters in the Early Years Foundation Stage publication to assist her and she observes and records what children can do. However, the childminder does not regularly request information about children's learning at home by providing opportunities for parents to share and contribute to their child's progress records.

Babies and young children enjoy pushing buttons and switches to listen to sounds and see the lights on interactive toys. They use a range of tools as they decide what puppet they would like to make from materials provided by the childminder. This is a planned follow-on activity from an outing where children enjoyed a puppet show. Children choose favourite nursery rhymes to sing before lunch. To ensure they all take part, the childminder sits

with the baby on her lap to bounce up and down in time with the music. The baby smiles happily and the children are excited that the baby is moving around. Children enjoy books and choose what they want to look at. For example, they tell the childminder excitedly about gingerbread men they have made at nursery and look for the storybook about gingerbread men. They compare the sizes of the biscuits they have made, noting which is the smallest and biggest. Children enjoy puzzles and have access to construction and a range of stacking and sorting toys to help develop problem-solving skills. Children make good progress as they recognise numbers and count in their play and everyday situations. For example, making sure there are enough dishes for those who are having lunch. The childminder responds extremely well to the children, is attentive and makes good eye contact as they chat continuously. She introduces new vocabulary and asks open-ended questions to promote children's spoken language effectively.

The children interact well with the childminder, asking her to join in with their play. She frequently offers encouragement and praise as they try new things. Children have opportunities to extend their sense of community and knowledge of the local area as they explore local parks and attend local groups. They socialise with each other both in the childminder's home and at the nursery they attend. They find out about the wider world as they begin to recognise similarities and differences, for example, in their celebrations and languages.

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

The childminder takes time to talk to parents initially to help ensure she knows the children and their families well and is able to meet their needs as soon as they start in her care. She provides a nurturing environment for all children and makes them and their families welcome. Children feel a sense of belonging, for example, as they have their own named beaker and individual towels. They move around confidently, clearly enjoying each others and the childminder's company. Each child receives individual attention that helps them feel they are special and valued. Consequently, children are happy and settled in her care, developing personal, emotional and social skills that will provide a good basis for their future relationships.

Children have drinks available for them when they arrive home from school and can help themselves to them whenever they wish. They sit together at the dining room table for lunch and have choices about the food they want and portion sizes. The homely environment promotes a lovely social occasion with children sitting with the childminder and assistant, chatting as they enjoy their meal. Children talk about what they are eating and what they like. This helps promote good future eating habits. Children begin to be aware of looking after themselves and staying safe as they know why they need to sit still on their chairs as they eat their meal. Older children begin to understand about road safety as they walk to and from school. Children begin to understand about a healthy lifestyle as they follow good hygiene routines that help them begin to understand about their bodies and staying healthy. For example, they know to wash hands before meals and the childminder explains why they need to change wet socks for dry ones, so they don't get cold feet. There are ample opportunities for fresh air and exercise as the children go

outdoors each day.

The childminder works consistently with her co-minder and assistant to ensure that children are happily occupied at all times. There are simple house rules that children understand and follow as a matter of routine. For example taking off their shoes indoors. These clear expectations for children's behaviour help children quickly begin to understand what is acceptable. Children behave extremely well, they are polite and thoughtful. They play alongside each other companionably and show increasing interest and concern for others. For example, they are eager to help amuse the baby.

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

Parents receive all the childminder's policies and procedures. This includes a written safeguarding policy, complaint procedure and information about practices. The child minder, co-childminder and assistant work together to discuss and update policies on a regular basis. This helps ensure they are consistent and fully aware of procedures, such as child protection and how to implement it if they have any concerns. The childminder completes risk assessments to minimise hazards and takes steps to keep children safe and secure as they play in the learning environment. All children's documentation is in place. It is stored securely and confidentiality is observed at all times.

The childminder has a positive relationship with parents who are able to talk to her at anytime. They have daily verbal discussions to share information about children's welfare and activities they have taken part in during the day. For babies, a daily diary is shared between parents, other carers and the childminder. Parents comment that the children are progressing well, gaining in confidence and extremely happy in her care. The childminder has links with school staff at the nursery and schools children attend. She works with other professionals when necessary and understands the value of providing consistency of care, play and learning.

The childminder works with her co-childminder to identify strengths and areas for development. She is constantly seeking to develop her knowledge and has enrolled on a level three qualification in childcare. She regularly attends training with the local authority, for example, on disability awareness, holistic play and two-year-old progress checks. This demonstrates a commitment to maintaining and improving practice that will benefit the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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

<b>Unique reference number</b>	EY408308
<b>Local authority</b>	Slough

<b>Inspection number</b>	767701
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	11
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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