

Inspection date	27/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- Children are happy and confident because the childminder organises her home effectively and provides a welcoming environment.
- The childminder develops very effective partnerships with parents. She actively involves them in their children's development and learning.
- The childminder is well motivated and enthusiastic about childminding and continually reflects on her practice.
- The childminder continuously talks to children so they hear new words and develop their language for communicating.

It is not yet outstanding because

- The provision for outside play does not include a wide variety of resources and opportunities for children who learn best in an outdoor environment.

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 inspector considered parents' views through their references and the childminder's feedback questionnaires.
- The inspector observed the childminder's practice and talked to her during the inspection.
- The inspector reviewed documents, sampled policies, contracts and records relating to the Early Years Foundation Stage, including children's development records and observations.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and daughter in Slough in the County of Berkshire. The whole of the ground floor is used for childminding and there is an enclosed garden for outside play. The childminder is able to take and collect children from local schools.

The childminder is registered on the Early Years Register and both compulsory and

voluntary part of the Childcare Register. She is currently looking after three children who are within the early years age range. The childminder is open all year round at times agreed with the families of children for whom she cares.

What the setting needs to do to improve further

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

- provide a variety of resources and activities that cover all areas of learning to maximise the learning opportunities for children who learn best in an outdoor environment.

Inspection judgements

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

The childminder provides a welcoming child friendly, family home. Children have fun and make good progress in their learning as the childminder provides a balance of adult-led and child-initiated play. The childminder has good childcare skills and a warm caring affectionate manner, so children are happy and secure in her care. She makes observations of the children as they play and has a good working knowledge of the Early Years Foundation Stage. This helps her plan activities to further develop their skills and understanding. For example, she notices some children do not like getting their hands messy and provides resources and activities to overcome this. By encouraging them to use the play dough and to take part in gluing and painting, she provides reassuring encouragement for children who are hesitant to play. This positive approach helps build children's self-esteem. As a result they develop confidence to take on new challenges that will support them as they move onto the next steps in their learning and education. Children's language and communication develop as the childminder interacts well with the children. She joins in with their play and introduces new words, for example, as children love to look at books. They see familiar words as they collect their name on arrival and stick it on the fridge door. They look at labelled photographs of themselves completing activities and on outings and recognise numbers and letters on posters around the home.

Children problem solve as they complete puzzles, and count and identify colours as they use the construction toys and build towers. The childminder regularly attends toddler groups and visits local amenities, such as the library and activity centres. These outings help develop children's social skills and link to children's developing physical skills. Walks to the park and visits to the pet shop help develop children's interest in the natural world. Planned activities, including crafts and books, develop children's knowledge of different

cultural events. For example, the 'November' display covers bonfire night and Diwali. Children enjoy playing with pushbutton musical activity toys and learning how technology works. They competently use the compact disc player to choose nursery rhymes and music that they happily sing with and dance along to. The childminder provides familiar daily routines so very young children are settled and secure. They enjoy quiet times when they sit together or by themselves to look at books, relaxing in a comfy chair. The childminder has a good range of resources to support children's imaginative play.

The childminder uses her observations to track children's progress in their learning record. This helps her to plan and provide activities for children's development so they make good progress from their starting points. The childminder has yet to implement the progress check at age two, but is able to competently identify what the children in her care are able to do. The childminder reviews children's progress and shares this with parents as they meet up to work together to share ideas for children's learning. Overall, the childminder plans and provides a broad range of toys and activities in her home that interest and stimulate the children. The childminder recognises children learn in different ways. However, the provision for resources and outside activities does not include a wide variety of opportunities for children who learn best in an outdoor environment.

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

The childminder is very caring and attentive and clearly enjoys her role as she quickly establishes strong bonds with the children. She knows the children and their families well and all are welcome in her home. She works closely with parents and offers flexible settling-in sessions to meet the families' needs. She requests information from parents initially, and uses her ongoing observations and discussions to identify and plan for children's needs right from the start. Children separate confidently from their parents as they feel safe and secure in her home. Children have a positive relationship with the childminder. They snuggle up to her for a cuddle and a story and enjoy playing games with her. The childminder has a very calm and relaxed manner and consequently the children are relaxed and play well. The childminder provides a positive learning environment where children are happy and occupied. Toys and resources are easily accessible. Children's learning is supported as the childminder sits on the floor with them and plays with them at their level. She has simple house rules and provides clear, gentle explanations and reassurance. This helps young children learn to keep themselves safe as they manage their feelings and behaviour. For example, she gently reminds children why they must not throw toys.

Children develop independence as they have easy access to a good range of high quality toys and equipment. Children are eager to play and explore and enjoy new challenges in a safe environment. The childminder promotes children's good health extremely well. For example, they have their own hand towels and toothbrushes and develop a good awareness of healthy lifestyles as they follow clear daily hygiene routines. Children help themselves to tissues and know to throw them away, limiting the risk of cross infection. Children benefit from a healthy diet and have easy access to drinks. Children are involved in snack and meal times as they get out their bowls, plates and cutlery and choose their

fruit. They sit together and enjoy a social occasion that promotes good future eating habits. The childminder works closely with parents who provide meals for their children. They have a shared understanding of children's dietary requirements and preferences and work together to provide healthy meals.

Children go out each day to play in the fresh air and enjoy outdoor play. They enjoy dancing and singing as they listen to music. They develop skills and confidence on larger equipment as they visit the local park and a soft play centre. Children generally enjoy a wide range of resources and planned activities in a stimulating learning environment. The good childcare skills and the positive interaction from the childminder helping to ensure children make good progress in their development.

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

The childminder has a written safeguarding policy and is confident about procedures to follow if she has concerns about children in her care. She shares this and all other policies and procedures with parents to help ensure they have clear expectations of her practice. She completes thorough risk assessments and weekly checks and takes positive steps to minimise hazards so children stay safe. Procedures relating to accidents, medication and sickness are in place to effectively promote children's welfare. Children's documentation is professionally maintained and stored confidentially.

The childminder has built good relationships with parents. She works with them and offers flexible settling-in procedures. This helps make children's transition from home into her care an enjoyable experience. She is able to provide for children's needs right from the start as she obtains useful information from parents. She knows their abilities, interests and preferences well. Children receive consistent care as the childminder shares ongoing information with parents in writing and through daily discussions.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and associated guidance. She has good childcare skills and clearly understands how children learn. She uses her observations and information from parents to plan effectively for children's development. The childminder is aware of the importance of partnership working and has begun to put systems in place to share information with other providers to ensure consistency of care, play and learning when children attend other settings.

The childminder has started to evaluate her provision. She is very enthusiastic about caring for children and she is keen to update her knowledge and skills. For example, she has sought advice from the local authority on training to improve areas she has identified for development. She involves parents and children in the evaluation process through her questionnaires. Parents provide positive comments such as 'the house is welcoming, clean and well organised'. Others comment on the varied educational activities that are fun and the positive progress they can see their children are making.

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	EY433157
Local authority	Slough
Inspection number	773086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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