

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

- Children's communication and language is promoted well. The childminder's positive interaction encourages babies and young children's language development through a range of interesting and fun activities.
- Children are happy and settled. The childminder has a good understanding of children's individual needs, successfully promoting their emotional well-being.
- Children benefit from the childminder's very positive relationships with their parents because the childminder gains their trust and confidence in a short time, finding out useful information about what babies and young children can do when they first start with her.
- Teamwork is strongly supported between the childminder, co-childminder and assistant, as they demonstrate a clear dedication to children's welfare and learning.

It is not yet outstanding because

- The limited availability of role-play resources does not provide children with opportunities to express themselves and use their imagination to explore real and imaginary situations when they choose.

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

Inspector

Sue May

Full Report

Information about the setting

The childminder registered in 2010 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children in Slough, Berkshire. Her daughter 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. She

may also offer overnight care to one child in the early years age range. The childminder also cares for older 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 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:

- make role play resources accessible on a daily basis to encourage children to explore real and imaginary situations.

Inspection judgements

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

Children make good progress in their learning in the welcoming child friendly, family home. The childminder understands that children learn through play and has an effective knowledge of the Early Years Foundation Stage. Planning is flexible, child-led and follows children's interests and abilities. This helps ensure children are motivated and initiate their own learning as they are eager to try new things. The childminder has good childcare skills and has a warm, caring and affectionate manner, so children are happy and secure in her care. As a result, babies and children who have only recently started settle extremely quickly. The childminder interacts well with children and has good teaching skills which help to develop children's communication and language. She joins in with their play and introduces new words as children enjoy looking at books. They also see and hear words in other languages as the childminder works with parents to help and encourage children to speak in English and their home language.

Children learn about numbers and problem solve in everyday play, working together to complete a puzzle and then confidently counting the numbers from one to ten. Both the indoor and outdoor environments provide good learning opportunities for the children as they play in the garden and go on a range of outings. For example, they go on walks to the park for physical exercise, to collect leaves for printing and making collages and listen to the birds. Children begin to recognise that books can be used for pleasure as use them as a source of information. For example, after listening to the birds on an outing they look at books to identify which birds they have seen. This develops children's curiosity and interest in the natural world. Planned activities, including crafts and baking, and the positive role model the childminder provides, help develop children's knowledge of the

diverse society in which we live.

A range of activities help children begin to learn future skills. While a baby enjoys looking at flashing lights and listening to sounds, older children are curious and ask how they work. The childminder explains that batteries are required and shows them where they go and how it is switched on. The childminder provides familiar daily routines, such as enjoying a quiet time before lunch, when older children are encouraged to talk about what they did in nursery. They sit together looking at books and happily join in with familiar songs. The childminder has a range of activities, such as arts and crafts, to support children's creativity. However, role-play materials are not easily accessible to the children. As a result they do not have opportunities to express themselves imaginatively and explore real or make-believe situations when they choose.

The childminder, working with her co-minder, has begun to complete observations to track children's progress in order to inform the planning. Together they decide on activities for each child's development in order to help them to make good progress from their starting points. Daily conversations with parents provide them with information about children's activities and ongoing progress. Learning is shared with other carers, such as the staff at the nursery children attend. These links help build children's confidence and sense of well-being. They also help children to develop skills that will benefit them as they move onto the next step in their learning and to school.

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

The childminder is very caring and attentive and quickly establishes strong bonds with the children. She builds a positive relationship with parents and spends time discussing their children with them in order to help identify and plan for children's needs right from the start. Consequently children feel safe and secure in her home, settle quickly and separate confidently from their parents. The childminder adopts a very calm and relaxed manner that has a positive effect on the children. For example, very good eye contact, chat and soothing noises from the childminder make babies feeding times a pleasurable event. Babies snuggle with the childminder after a sleep and are not put down until she is sure they are fully awake. Children are happily occupied in the positive learning environment and consequently behave very well. Praise is frequently given by the childminder for children's achievements, however small. Children's personal, social and emotional development progresses well as they play happily together, with older children being attentive to the younger ones. The childminder sits on the floor with the children as they play, holding the baby on her lap so that they all feel included. Children begin to understand how to keep themselves safe as they follow a few simple house rules, such as sitting properly on their chairs at meal times.

Children develop independence skills as they do things for themselves. For example, they competently take their shoes off when they come in from outdoors and put on their own socks. Children make choices about what they would like to eat and the portion size, sitting comfortably around a large table with the childminder and her assistant. This provides a social occasion enjoyed by all and a sound basis for good future eating habits.

The childminder promotes children's good health well and they play safely in the family home. Children develop a good awareness of healthy lifestyles as the childminder has daily hygiene routines which help limit the risk of cross infection. For example, each child has their own hand towel and labelled beaker. Children benefit from a healthy diet and have easy access to water to drink. The childminder works closely with parents when providing meals. They share a clear understanding of healthy eating so children enjoy plenty of fresh fruit and vegetables daily.

Children generally enjoy a wide range of resources and planned activities in a stimulating learning environment. The good childcare skills and positive interaction from the childminder helps build children's self-esteem. This helps them feel a sense of belonging that supports their sense of adventure, developing skills and prepares them for their next stage of learning at nursery or school.

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

The childminder has a written safeguarding policy and is confident about child protection procedures. She knows what steps to take if she has concerns about a child in her care. All information, policies and procedures are shared with parents to ensure they have clear expectations of her practice. Children play in a safe, welcoming, family home, as the childminder places high importance on children's safety. She completes thorough risk assessments and takes positive steps to minimise hazards so children stay safe. For example, she has a clear fire evacuation plan, keeps her front door locked and has safety gates on the stairs. All children's documentation is in place and she has good procedures relating to accidents, medication and sickness, which effectively promote children's welfare.

The childminder develops good partnerships with parents. She operates flexible hours that include individual settling in procedures. This helps ensure children's transition into her home is as smooth as possible. She obtains useful initial information from parents so she understands each child's needs, abilities, interests and preferences. Children receive consistent care as the childminder knows children extremely well. She shares observations and discusses information with parents and other carers to plan effectively for children's development and provide continuity in their learning. For example, she continues to use a daily diary that was first used by a previous carer. This and the learning records the childminder has begun to keep, using guidance from the Development Matters in the Early Years Foundation Stage publication, show a record of children's progress. The childminder is aware of the importance of working in partnership with other agencies, supporting the family and meeting children's needs. Parents provide positive comments such as 'children are always happy and enjoy the activities' and 'children settle well and trust her completely'.

The childminder has started to evaluate her provision and is aware of her strengths and areas for development. She is passionate about ensuring children feel safe and happy, are good communicators and receive exciting learning experiences. She and the co-

childminder discuss areas for development. The childminder is keen to update her knowledge and skills, attending training to extend her knowledge of childcare and education. For example, she has recently completed a course with the local authority in order to complete the two-year-old progress checks successfully.

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	EY408314
Local authority	Slough
Inspection number	765179
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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