

Inspection date

Previous inspection date

06/12/2012

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 enjoy a high level of attention from the childminder and her co-childminder. They offer a warm and inviting environment in which children feel happy, safe and secure.
- Children develop good communication and language skills and have ample opportunities to use both their home language and English in the setting.
- Children take part in a range of activities linked to all areas of learning. In particular they develop their physical skills and have ample opportunities to practise them and gain a greater understanding of the world around them by handling and exploring technological toys and resources.
- The childminder works well with her co-childminder and together they organise all aspects of the business effectively. This means the environment is safe for children and all documentation is accurately maintained.

It is not yet outstanding because

- As most care takes place in the home environments of the childminder or her co-childminder, children do not extend their learning away from the home, so they meet new people and experience new things.
- The way mealtimes are organised means children do not always have opportunities to increase their self-care skills, for example, by feeding themselves or holding their own bottle or cup.

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 took account of parents written feedback provided for this inspection.
- The inspector observed children in the main play area at her co-childminder's home.
- The inspector viewed the childminder's self-evaluation, observation and assessment records.
- The inspector visited the childminder's home which was not in use on the day of the inspection.

Inspector

Sonjia Nicholson

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and school aged child, in Langley, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with sleeping and toilet facilities available upstairs. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the

library and toddler groups. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with a co-childminder and children are cared for at both settings. There is currently one child on roll in the younger age range. The childminder supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- consider ways of extending children's learning away from the home so they meet new people and experience new things
- re-think the way mealtimes are organised to increase children's self-care skills so they have opportunities to feed themselves and hold their bottle or cup independently.

Inspection judgements

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

The childminder works well with her co-childminder and together they plan a suitable range of activities that prepare children well for their next steps in learning. Children, therefore, make good progress in their learning and development. Children form a strong attachment to the childminder. They enjoy lots of cuddles and good eye contact from her, which strongly promotes their personal, social and emotional development. Children are fed as they are held or sat in a low level bouncy chair. This means they do not have regular opportunities to feed themselves or hold their own cup or bottle to increase their self-care skills. Children's routines are consistently implemented to ensure their needs are met, for example, the childminder prepares the room and travel cot for a nap time. There are good opportunities for children to develop and practise their physical skills. They have fun kicking and rolling a ball and use an activity walker to move around the home steadily on their feet.

Children's communication and language skills are developing well and they have ample opportunities to experiment with sounds and words in both English and their home language. Children show an interest in mechanical toys where they explore buttons and keys on the activity centre, that when pushed make noises and music. Children are familiar with how the childminder's mobile telephone works and hold it up to their ear and tap the screen to make it move. Children develop their literacy skills as they access a

range of age-appropriate books, turn the pages and show a great interest in the pictures. Children love to hear known nursery rhymes and join in with some actions, such as, holding their hand in the air to make a star. Children have not had many opportunities as yet to go out and about in the local community to extend their knowledge of the world around them.

Children's progress is monitored through regular observations that the childminder links to the Development Matters guidance booklet. The childminder makes detailed observations and takes photographs as evidence of the good progress made. She works closely with her co-childminder to devise detailed written reports each term. The childminder shares this information with parents and has regular discussions with them about their progress. This helps to promote continuity in children's learning between home and the setting.

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

Children enjoy the childminder's company and show this by laughing and smiling a lot. They are settled and safe in the setting and readily accept new people showing an interest in what they are doing. The childminder has created a safe environment by assessing the risks and taking appropriate action to avoid accidents, such as, using safety film to cover low level glass and fitting a stair gate to prevent access to the first floor. As a precaution, the childminder has devised an evacuation plan and has appropriate fire detection equipment, such as, smoke alarms and a fire blanket available. There is a range of written policies to further promote children's good health and safety, for example, a sickness policy and lost child policy.

Food and drink for children is sent from home and stored with their good health in mind. By attending food hygiene training, the childminder has gained a good knowledge of how to handle and prepare food safely in her kitchen which is maintained to a high standard. The childminder has a suitable selection of toys and resources to support children's learning and development. There are easily accessible in an alcove of the lounge and include a play kitchen and dolls for imaginative role play and jigsaw puzzles and building blocks to aid mathematical development. The childminder organises several pre-visits prior to children transferring from home to her setting. This also involves visits to her co-childminder's home where care also takes place. Children behave well and are learning about the boundaries to help keep themselves safe. The childminder is a good role model and uses effective techniques to encourage good behaviour, such as simple explanations and distractions. This means children are learning right from wrong. w

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

The childminder has a good awareness of her responsibility to safeguard children and knows about the procedures to follow if she has concerns about a child. There is a written safeguarding policy in place which the childminder shares with parents so they are aware of her role.

The childminder and her co-childminder recognise each others personal qualities and skills and have a mutual respect for one another. As a result, they work extremely well together. The childminder understands her responsibility to meet the Early Years Foundation Stage requirements. She is very well organised and keeps all required documentation accurately. Through on-going self-evaluation the childminder acknowledges her strengths and has thought about how to improve her service in the future. For example, by attending more training courses to add to her knowledge.

Parents have provided positive feedback for this inspection which indicates they are very happy with the service provided. They recognise the benefits and feel reassured that the childminder works with a co-childminder. Parents feel communication is good and the daily diary means they can share information between home and the setting. They feel a 'trustworthy' relationship has been formed and children are progressing well. Children currently attending do not have links with any other agencies. However, the childminder is aware of the need to develop purposeful links in order to share information and access appropriate intervention if necessary.

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	EY447654
Local authority	Slough
Inspection number	802608
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
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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