

Inspection date	01/02/2013
Previous inspection date	28/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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, content and settled and enjoy their activities. They are keen to learn.
- The childminder understands children's starting points, interests and plans for their ongoing learning effectively, therefore they make good progress in their learning.
- The childminder has a good knowledge of the learning and development requirements and supports children's progress well. Additionally, there are well established partnerships with parents and others who share the care of the children.

It is not yet outstanding because

- There are fewer opportunities, resources and activities to promote children's imaginary play further.

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 children interacting with the childminder and in their play.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector engaged in discussions with the childminder and children.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and children in Slough in Berkshire. Childminding takes place on the ground floor of the home. Toilet facilities are provided in this area. An upstairs bedroom is available for sleeping as necessary. There is a garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding two children in the early years age group. The childminder is willing to take and collect children to and from school and nursery as necessary. The childminder is able to support 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:

- provide further opportunities to enhance children's imaginative experiences and make role play materials more accessible.

Inspection judgements

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

Children are happy and settled in the childminder's care. They demonstrate their contentment and trust, and have a close bond with the childminder's family. Children enjoy a broad range of resources and play activities, which support their development across all seven areas of learning. Children freely choose their play and benefit from interesting and stimulating experiences, which the childminder tailors to their needs and choices. However, there are fewer resources to further promote children's imagination and role play.

The childminder extends children's chosen activities extremely well. For example, painting and art and craft play encompasses all areas of learning and challenges children actively. Children learn about mixing colours, shapes, being expressive, and talk about their pictures and the tools they use. Children understand about recycling of materials through art and craft, and happily take responsibility through being helpful. Children benefit from lots of communication, which supports their acquisition of language, and their listening skills from an early age. They are confident and demonstrate self awareness. The childminder is very effective in supporting children for who learn English an additional language. The childminder liaises closely with parents, finds out key words and monitors the acquisition of English.

The childminder has a strong understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good knowledge of children's backgrounds and starting points. The childminder shares her regular observations with parents and periodically with others who share the care of the children. Consequently, parents understand their children's accomplishments and what they enjoy doing day-by-day; and the continuity of children's learning is supported well. In addition, this means that the childminder has a good knowledge of promoting the two year check. The childminder is confident to demonstrate effectively how she plans activities to meet children's individual interests. Children are therefore keen to learn actively. They are acquiring the important skills needed to promote their personal, social

and emotional development which enables them to feel secure in the childminder's care. As a result, she is supporting children's readiness for the next stage in their learning and children are developing in line with their expected age and stage of development.

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

Children have warm bonds with the childminder. They play happily in a stimulating and welcoming environment. The childminder plans effectively for settling in visits and meets with parents to extend her understanding of children's individual needs and routines. As a consequence she is able to follow these and has an understanding of children's capabilities and interests. Children behave very well. They are respectful to the childminder and her home and are happy to help her set out and pack away activities. This demonstrates their understanding of responsibility and their own confidence. The childminder is a positive role model who promotes children's well-being and independence. Therefore, she is able to prepare children effectively for the next stage in their learning.

Children are confident to seek the childminder's reassurance and support in their play and listen to her ideas and conversations with them. Children are developing an understanding of their own safety. For example when walking home from nursery they learn about safe places to cross the roads and take part in emergency evacuation drills at home. Children understand the benefits of healthy eating. They talk about how their 'tummies rumble' when they are hungry. They enjoy healthy and nutritious meals and snacks. The childminder positively promotes children's awareness of their own hygiene routines, for example by them knowing about washing hands prior to eating. The children have their own toothbrushes and paste and learn about dental hygiene. Children have regular opportunities for outside learning. They benefit from regular walks and visits to the park. Consequently children have regular opportunities for fresh air and exercise which promotes their physical development well.

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

The childminder has a thorough understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She acknowledges her responsibilities to safeguard the children she cares for and understands the procedures to take should she have a concern about a child in her care. The childminder has clear policies and procedures to promote children's health, safety and well-being. She shares these policies with parents. The childminder undertakes appropriate risk assessments for the home and outings to enable children to play safely. Children learn about their own safety through consistent discussions and enjoy the responsibilities of small tasks to support their independence.

Children easily access their toys and resources which cover all seven areas of learning overall. These are suitable for the ages and capabilities of those attending. As a result, children benefit from exciting opportunities, which help them to actively engage and

explore in their play. The childminder effectively assesses children's achievements through her observations. These help her to plan for children's next steps and any minor gaps in their development. Overall, children are making good progress in relation to their starting points.

The childminder has evaluated and reflected upon her practice extremely well. She has made very good progress since her last inspection. The childminder is confident to acknowledge her strengths and has set realistic targets for her ongoing improvement in order to further promote the outcomes for children. There are positive relationships with parents who receive timely feedback about their children's accomplishments and progress. This means that there is continuity of learning at home.

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	EY391353
Local authority	Slough
Inspection number	844667
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	28/10/2009
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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