

**Inspection date**

04/06/2013

Previous inspection date

05/05/2009

**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 experience close and warm relationships with the childminder, which help them to feel secure and settled.
- The indoor environment is welcoming and attractively resourced and there are many opportunities for outdoor play.
- The childminder effectively protects children's well-being through a range of secure policies and procedures.
- The childminder works with a good understanding of children's interests and provides a stimulating play environment where children can independently direct their own play.

**It is not yet outstanding because**

- Children have fewer opportunities to explore a range of resources linked to their favourite stories and to complement other reading and imaginative experiences.
- The childminder does not use regular parental feedback as a valuable tool in reviewing, evaluating and making improvements to her service.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time observing the childminder with children in the main playroom and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.

## Inspector

Anneliese Fox-Jones

## Full Report

### Information about the setting

The childminder registered in 1999. She lives with her teenage daughter in Slough, Berkshire. The childminder mainly uses the ground floor area of her home, with toilet facilities on the first floor. There is an enclosed garden for outside play. The childminder is currently minding one child in the early years age group. She also offers care to children aged over eight years. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The family have two dogs and a cat.

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

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

- develop opportunities for communication and language skills by providing a wider collection of resources to spark children's storytelling ideas and role play
- strengthen the use of parental feedback and use this to reflect on the service and to inform self evaluation.

## Inspection judgements

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

The childminder has a good understanding of the statutory framework for the Early Years Foundation Stage and how young children learn through play. The childminder has new systems in place to monitor the children's learning and development. Through observation, assessment and planning the childminder tracks the progress children make and plans the children's next stage of learning. The childminder mostly takes her lead from the children and successfully builds on their interests. This helps to enhance children's learning experiences. The childminder shares development information with parents and uses it effectively to monitor that children have fun and move forward at a pace suitable to their individual needs. Good information is available for parents about the childminder's service, such as written policies and procedures. The childminder provides ongoing feedback about children through their work, verbal feedback and access to the children's progress records. The childminder is starting to implement the progress check for two year-olds. These records are shared with parents to evaluate children's progress and identify future learning aims. Overall, children are developing many age-appropriate skills and abilities, which help set secure foundations for their future learning.

Children access an interesting range of resources, which support their development in all areas of learning. Children's communication and language skills are well supported both through interactions with the childminder, as well as through frequent opportunities they have to draw, paint and share stories. They eagerly help themselves to books that they have chosen at the library and spend a lot of time looking at the pictures and turning the pages. However, there are slightly fewer opportunities for children to explore story boxes or bags filled with interesting items to expand their own storytelling ideas. This has a small impact on developing their creative and language skills. Nonetheless, they delight in acting out imaginative play scenarios, using many cooking items and building equipment. Children enjoy matching shapes and pictures in books and on puzzles. They are starting to count during their play and solve problems, such as how many plates and cups they have. These activities help to support their mathematical development. Children enjoy expressing themselves creatively and using their imagination as they participate in dressing up and a variety art and craft activities. For example, they delight in making burgers in the pretend kitchen and using washing up bubbles to clean the equipment. They investigate and enjoy operating cameras, interactive toys and telephones in imaginative play, where they become aware of simple technology. Children benefit from a broad range of activities, outings and play experiences. Through their play, they learn to respect different cultures and how people celebrate individual traditions all over the world. The childminder supports the individual choices made by the children well. As a result, children learn effectively through play and develop a good sense of security to make sure they are relaxed and have fun. This effectively supports children in acquiring the skills, attitudes and dispositions for the next stage of their learning and transition to school.

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

The childminder successfully promotes children's well-being through day-to-day activities. She supervises children closely and it is evident that young children feel secure and settled as they approach the childminder with ease and great smiles. Children respond well to the childminder's positive interaction. They enjoy their time with the childminder as they learn through a variety of resources that support all areas of learning.

The childminder provides a safe and welcoming environment. She sets clear boundaries to keep children safe and reinforces positive behaviour well. Children learn to keep themselves safe through discussions about road safety and practical experiences within their everyday routines.

The childminder promotes children's good health effectively. She provides them with regular opportunities for exercise and physical play, as they freely move between the indoor and outdoor environment. Children frequently play at local parks and enjoy using a variety of resources that support their physical skills. The childminder supports children with appropriate hygiene and health care routines. Children enjoy healthy snacks and discuss the importance of good oral health, healthy choices and an appropriate diet, as provided by their parents.

Children access many resources that reflect positive images, which the childminder uses to

talk openly with the children about respecting differences. They have clearly built positive relationships with the childminder. Children make relationships and develop social skills as they mix with other children at various drop-in sessions they attend. The childminder regularly uses praise and encouragement to promote their self-esteem and confidence.

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

The childminder continues to make improvements to her practice in order to provide good quality care for children. For example, she attends relevant training courses to update and enhance her skills. She maintains documentation efficiently. The childminder has effective policies that contribute to the children's health, safety and well-being. She has a good understanding of safeguarding procedures and she clearly understands her role in regards to meeting the safeguarding and welfare requirements. The childminder implements effective safety measures in the home to enable children to enjoy the space and resources without risk to themselves. These safety measures include ensuring the play equipment is suitable for its purpose and that children learn about fire safety in the home.

The childminder effectively organises her resources and her time to fully support children to be independent and therefore, become active learners. The childminder understands her responsibility in meeting the learning and development requirements. She uses the Early Years Foundation Stage guidance documents when planning and assessing activities. Children direct most of their own play with the childminder offering advice and making suggestions. This enhances their learning and understanding as they play and enjoy themselves.

The childminder has developed systems to monitor and evaluate the quality of her practice. However, she has not considered gathering feedback from parents to ensure that any improvements made are well-chosen and carefully planned. Nonetheless, the childminder builds close relationships with parents and keeps them well informed about her setting, children's well-being and activities. She welcomes daily discussions to maintain a two-way flow of information. The childminder sensitively prepares children for the transition of moving on to other settings. She has established valuable links with other settings that children attend, which enable her to provide continuous and secure care and learning for the children.

### **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 action. 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>	105582
<b>Local authority</b>	Slough
<b>Inspection number</b>	813267
<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>	3
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2009
<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, which are usually the childminder's 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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