

<b>Inspection date</b>	30/07/2013
Previous inspection date	19/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 settle well with the childminder, who offers a welcoming and inclusive environment. This enables children to feel content and able to learn and enjoy their play opportunities.
- The childminder understands children's backgrounds, needs and interests and plans for these effectively.
- Children benefit from a broad range of toys, resources and activities. They are therefore making good progress in their learning.

#### **It is not yet outstanding because**

- The childminder has strong partnerships with parents and others who share the care of the children. However, she is less confident in helping parents to understand how they can extend learning opportunities at home and share children's achievements as part of their learning journal.

## 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 observed children in the play and in their interactions with the childminder.
- The inspector sampled the childminder's documentation and children's records.
- The inspector and the childminder discussed the activities children enjoy.
- The inspector read and took into account the childminder's self evaluation form.
- The childminder read and took into account the views of parents.

## Inspector

Aileen Finan

## Full Report

### Information about the setting

The childminder registered in 2004. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives in Slough with her partner and adult son. She holds an appropriate childcare qualification at level 3. Childminding takes place downstairs mainly and children have access to a garden. The childminder is happy to take and collect children to and from school/nursery. The family has a dog, fish and a hamster. Currently the childminder has seven children on roll, of which five children are in the early years age range.

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

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

- strengthen the partnerships with parents further so they are provided with more information about how to extend and complement learning at home and in the setting.

## Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements for the Early Years Foundation Stage. Children benefit from a broad range of resources that promote stimulating opportunities for them to play and explore. Therefore, children are happy and content in their play and are making good progress in their learning in all seven areas. The childminder intervenes in children's play appropriately and is confident to extend their learning in line with their abilities. Her effective teaching encourages children to learn. For example children choose to do jigsaw puzzles and understand to make these choices to suit their age and ability. A child explains that four+ on the box lid corresponds to her age. She later sits with the childminder confidently sorting her puzzle and fitting the pieces. Children make jewellery, explaining that some lengths of cord are longer or shorter. They measure the pieces to fit their wrists and count the beads or name the colours as they put together their pieces. This demonstrates children's developing mathematical skills.

The childminder completes delightful development records for the children, complemented with annotated photographs that demonstrate the good progress they are making in their learning and development in relation to their starting points. The childminder is confident to listen and ask children questions appropriately to enhance their thinking skills and communication. She is proactive in working with children who need additional support,

through the guidance of others involved in their care; in order to promote children's needs and learning further. Children are active learners, who are eager to join in and take part; which promotes their readiness for the next stage in their learning.

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

Children are happy and settled in the childminder's care. They have warm bonds with her. The childminder's home is welcoming and inclusive and therefore, children are content and eager to learn and engage in their play. Children benefit from an extremely well-resourced environment inside and outdoors, and are happy to choose from their age appropriate and easily accessible toys. Children have regular opportunities for outside play and therefore benefit from lots of fresh air as part of a healthy lifestyle. Children's behaviour is exceptional. This is because the childminder is a good role model and speaks to children warmly, encouraging good manners. They learn to behave in safe ways, such as not running indoors in case they hurt themselves.

Children learn about their own health routines and demonstrate a good awareness of this. They explain about their individual hand towels on named hooks, which the childminder washes daily to minimise cross contamination of germs. The childminder is aware of children's allergies and dietary needs or preferences. She happily works in partnership with parents about meals and snacks to ensure children receive a balanced and nutritious diet. Overall, children are very confident and happy in the childminder's care. They are developing securely in their physical and social well-being.

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

The childminder has a good understanding of the 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. She has completed safeguarding awareness training to update her knowledge further. The childminder holds a current first aid qualification, which enables her to treat any minor accidents children may have. She implements her robust policies effectively in her day-to-day practice and shares these with parents. Therefore, they understand the procedures in place that support their children's health, safety and well-being. Risk assessments for the home and outings further support children's safety and consequently children can play contently indoors and outdoors. Children understand the home rules and routines, which enable them to become aware of their own safety. The childminder has evaluated the strengths of her provision well and has given consideration to future plans to enhance the outcomes for children and her personal development.

The childminder provides engaging and stimulating activities that promote children's learning and development. She has a very good understanding of children's starting points, backgrounds and needs. She is skilful at planning for children's emerging interests

and completes detailed observations, which she shares with parents. Children are making good progress in their learning. Relationships with parents are very positive. Parents are happy to reflect on the good quality of care that their children receive. Effective systems using an online record keeping package, newsletters, verbal feedback and parental questionnaires ensure a two-way flow of information is exchanged effectively. The childminder involves parents in how she supports their children's learning and considers her observations and assessments of their achievements and progress. However, the childminder is not as yet confident in helping parents to understand the areas of learning further or in how they can extend activities at home and perhaps share their observations with her. Nevertheless, the childminder is proactive in working with others such as school teachers who share care of the children. This good practice brings about consistency for the children and supports their development and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY298087
<b>Local authority</b>	Slough
<b>Inspection number</b>	902411
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/09/2008
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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