

Inspection date	14/08/2013
Previous inspection date	29/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- The childminder has a good understanding of children's interests and provides a stimulating play environment where children can independently direct their own play. Therefore, children are making good progress in their learning and development.
- The childminder provides a welcoming and inclusive service. Children experience close and warm relationships with her which helps them to feel confident and secure.
- The childminder prioritises her ongoing professional development to remain up-to-date with current practices and develop her skills to promote better outcomes for children.

It is not yet outstanding because

- Children have fewer opportunities outside to access writing equipment for different purposes and fully develop their interest in books.
- Children do not regularly practise the evacuation procedure to gain an awareness of how to keep safe in an emergency.

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 activities in the kitchen, the main play room and in the garden.
- The inspector looked at children's learning journeys, planning documentation and sampled a selection of policies and children's records.
- The inspector took account of the views of several parents' written references.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

The childminder was registered in 1998. She lives with her husband and their adult child in the Britwell area of Slough. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, of whom one is in the early years age range. She walks or drives to local schools to take and collect children. The childminder attends local childminder's support groups. The childminder has an appropriate early years qualification to level 5. The family has two pet cats and a bearded dragon reptile.

What the setting needs to do to improve further

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

- extend children's opportunities to develop their literacy skills by providing a range of writing equipment and books that are always easily accessible, wherever the children are playing

- enhance children's understanding of how to keep themselves safe by regularly talking about and practising the fire drill.

Inspection judgements

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

Children enjoy their time with the childminder and are happy and confident. The childminder effectively supports the individual choices made by the children, as they play outside with the water, mud kitchen and enjoy watching older children making dens. Children make good progress in their learning because the childminder is aware of their individual learning needs through her detailed observations. Assessment records contain a good selection of photographs, written observations and examples of children's work. This enables the childminder to effectively plan the necessary next steps in children's learning. The childminder plans from the children's interests and is flexible, as she responds to their needs.

Children benefit from a broad range of activities, outings and play experiences. Through their play they learn to respect different cultures and learn how people celebrate individual traditions all over the world. The childminder promotes an inclusive environment. She

knows the children well and treats them with equal concern. Toys, resources and experiences promoting positive images of other cultures and people are plentiful. Children benefit from good opportunities to engage in local activities at a variety of groups. As a result, they are developing good social skills, which will help them as they widen their social circles and move onto other settings in the future. Children show delight in the various activities on offer and keep busy throughout. They explore their surroundings and play with the resources with ease.

Children are progressing in their language skills. The childminder repeats single words so young children can hear them clearly and they are able copy these. Children use role play equipment and create imaginary scenes with toys, such as dolls. Children have many experiences to be creative as art and craft materials are always available. Older children are particularly interested in exploring origami. Children have good opportunities to be outdoors. However, the outside learning environment has less opportunity to extend children's free exploration in some areas of learning. For example, there are less opportunities outdoors to develop their literacy skills as there are less resources, such as pens, pencils, paper and books, for children who prefer to play and learn outside. Nevertheless, the childminder effectively extends children's learning using a good range of activities to make learning fun and exciting. She makes good use of her home and the local environment to promote children's learning. For example, children experience a range of outings and move confidently indoors, freely selecting their favourite toys.

The childminder promotes successful partnerships with parents. They are informed about many aspects of their children's care, well-being and what they have been doing within the setting. She engages parents in discussions, daily diaries and shares children's learning journals regularly. The childminder also encourages parents to share information about their children's learning and development at home to fully support their children's progress. Overall, children are developing many valuable learning and development skills that help to set secure foundations for their future learning and prepare them for the next stage in their learning.

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

Children are safe and secure, as the childminder is responsive to their needs. She supports them emotionally when they show signs of hunger, frustration or tiredness. Children benefit from the warm relationships with the childminder. They form positive relationships with other children and are encouraged to respect their environment and their community. They develop responsible behaviour by helping to clear away their toys. The childminder praises and encourages children's achievements and efforts. The childminder is gentle in her approach and acts as a good role model. This further encourages their positive behaviour and helps to promote children's self-esteem and confidence. Children show great respect for the childminder and in return are well behaved. Consequently, children have their emotional needs well met in a calm and child-friendly environment.

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. However, this does not currently include regular opportunities for children to learn how to safely leave the premises in the event of an emergency, such as a fire. Nonetheless, children develop confidence in exploring their surroundings and they enjoy finding out what they can do. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure that children are safe.

Effective procedures are followed by the childminder to help ensure the health of children. For example, children learn about healthy eating practices as they eat an appropriate diet and discuss healthy choices. Children are encouraged to be active as they make regular trips to the local school to pick up children. They play outside in the garden or at local parks and enjoy using a variety of resources, which help to develop their muscle strength and coordination. Children can play in a stimulating and welcoming environment both indoors and outdoors. Young children delight in exploring the garden, making dens, splashing in the water tray and making messy mixtures with soil and pebbles in the outdoor mud kitchen. This helps children begin to develop their physical skills and learn about healthy lifestyles. Younger children are able to rest and relax when they need to throughout the day.

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

The childminder's organisation of her provision is good and she has appropriate procedures in place to ensure children's health, safety and well-being are met. In addition, the childminder has accessed extra training opportunities, to enable her to increase her knowledge and skills in childcare. The childminder has a good knowledge of safeguarding issues. She holds useful reference materials to guide her if she should have any concerns about a child and she fully understands her responsibility to protect children at all times. The childminder demonstrates a secure understanding of when she would need to report any significant events to Ofsted. Documentation required for the safe and efficient management of the setting is in place. The childminder effectively organises her resources and her time to ensure that children are fully supported to be independent and therefore, become active learners. The childminder understands her responsibility in meeting the learning and development requirements and uses the Statutory Framework for the Early Years Foundation Stage and 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.

Through her self-evaluation process, the childminder is developing a secure understanding of the strengths of her practice. She demonstrates a good commitment to providing strong quality care and education. Her quality assurance system requires the childminder to regularly reflect on her childcare practice, to highlight areas requiring some improvement. The childminder is aware that currently she is not using parent's and children's feedback as well as she could in this process. Nonetheless, the childminder has positive

relationships with parents, other providers and professionals. She regularly shares information about children's routines and the activities they complete. She welcomes daily discussions to maintain effective communication. Through parent's letters of compliment, it is evident that they have high levels of appreciation and respect for the childminder. They praise the childminder for always having something planned for the children, taking them on days out to the zoo, days out in London, to water parks and regularly attending playgroups. Another parent comments "Children have learnt to share, care and to accept guidance. The childminder's positive influence enables children to fit in with any age group, child and adult. She encourages healthy eating and I would recommend her to anyone looking for a childminder". The childminder sensitively prepares children for their move on to other early years settings and school. She has established valuable links with other early years settings that children attend. This enables 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

Unique reference number	105382
Local authority	Slough
Inspection number	906527
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	29/06/2011
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, 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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