

<b>Inspection date</b>	31/07/2013
Previous inspection date	10/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The childminder treats all children in her care with great warmth and affection. They feel exceptionally safe and secure because of their extremely close relationship with her.
- The childminder uses her considerable experience of how children learn and develop to make highly accurate assessments of their progress. This enables her to plan their next stage of learning effectively and helps ensure they make excellent progress in relation to their starting points and capabilities.
- The childminder gives a high priority to safety. She constantly monitors and reviews safety, whilst still effectively supporting children's growing understanding of how to keep themselves safe and healthy.
- The childminder provides a highly stimulating environment with child-accessible resources that promote learning, and challenge children both indoors and out.
- Highly effective partnerships are established with parents and others supporting children to enable children's individual needs to be exceptionally well met.

## 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 engaged in their activities.
- The inspector looked at children's assessment records and planning documents and a sample of welfare records.
- The inspector took account of the written views of parents and carers and the provider's quality assessment plan.

## Inspector

Susan May

## Full Report

### Information about the setting

The childminder registered in 2007. She lives with her husband, daughter and grandson in Slough, Berkshire. The ground-floor of the childminder's home is used for minding. There is an enclosed garden for outdoor activities. The childminder on occasion works with an assistant. The childminder is prepared to take and collect children from local schools. The childminder has a dog and two cats.

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 also cares for older children. The childminder holds a recognised childcare qualification.

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

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

- encourage children to experiment with words and sounds and explore words that sound the same.

## Inspection judgements

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

The childminder provides very high quality care and learning opportunities based on children's needs. As a consequence children thrive in her care. She is an experienced qualified childcare practitioner with a superb knowledge of children's development and how they learn. She takes note of children's interests and starting points to provide an individual learning plan that meets their needs. This enables all children to reach their full potential. Activities are appropriate to children's learning needs and are fun; this helps them develop a positive attitude to learning. For example, children are very excited by Pirates and enjoy making their own bandannas, pirate sashes and telescopes. With some well thought-out suggestions from the childminder they extend their knowledge as they plot a course on the world map and set sail for Italy. In 'Italy' they have pizza for lunch and learn a few Italian words. Children use the superbly equipped garden where a further range of learning opportunities is provided as the childminder recognises children's stages of development and preferred learning styles. For example, young children enjoy playing in the mud kitchen while older children use photographs to help them identify where in the garden there may be hidden treasure. Comprehensive observations, assessments and photographs are included in the children's records of development. These effectively document children's progress. Parents and others involved in the children's care are fully

included in the shared learning as they receive information about topics and ways in which they can continue learning at home.

Children develop their decision-making skills and freedom of choice from an early age. They are eager to join in with the stimulating activities and are extremely motivated and curious about the resources available to them. This helps ensure they have the right attitudes and disposition and are extremely well prepared for the next steps in their learning and eventually for school. The childminder supplements clear language with gesture and facial expressions that skilfully promote children's developing language skills. She asks useful questions to help children think and extend their vocabulary and promotes language through singing and rhyme. However, she does not always encourage young children to experiment with words and sounds and older children to explore words that sound the same to develop their phonic skills. An extensive range of books helps foster children's pleasure in reading while clear labelling throughout the home and garden help them begin to understand that words are also a source of learning. For example, children go out in the garden to look for birds and can identify them as they look at the labelled displays in the conservatory. Children's mathematical development is promoted as they play games such as hide and seek closing their eyes and counting before they go to search for each other. In the garden the childminder displays questions such as, 'How many fish can you count?' and these are supported by pictures so that even very young children understand and can take part. Children enjoy expressing their creativity and there are many examples around the childminder's home of the range of media they have access to. They mark make using their fingers in paint, sand and mud and use tools such as glue sticks and scissors as their skills develop. Older children take particular care around young children when using scissors demonstrating a growing sense of their own and others' safety.

Children learn excellent social skills as they mix with others in the childminder's home, play together well and look forward to meeting other children in a variety of settings. For example, at school or on outings with other childminders. They regularly go out into the community as they walk around the local area, visit parks and go to places of interest. Children find out about the wider world through an outstanding range of resources and topics that reflect images of differences and similarities. The childminder demonstrates a very positive attitude as she acknowledges and values all children and their families. As a result she offers a truly inclusive setting where children feel valued and develop a strong sense of belonging.

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

Children quickly form a secure emotional attachment with the childminder. They are supremely confident in their relationship with her as they happily move around the bright, child friendly and attractive environment. They benefit from an extensive range of age-appropriate and easily accessible resources that promote learning in all areas. Children move purposefully around the indoors and the garden with their play supported as the childminder allows them to initiate their own learning. She recognises that challenges and managing risks are part of the learning process and does not interfere unnecessarily

letting them try things for themselves. For example, they begin to learn how to ride bikes in the garden. The childminder knows the children and their families extremely well and as a result, children are very secure in the knowledge they are valued and respected. Children develop an extremely strong sense of self as they see pictures of themselves and their artwork displayed. This fully promotes their self-esteem, builds confidence and encourages them to try new challenges.

Children develop an exceptionally good understanding of their own self-care and the importance of good health. Good eating habits are promoted as they talk about what they are eating and enjoy social occasions as they sit together. For example, children hold a lengthy conversation about the importance of drinking water and milk recognising that is good for their bones and teeth and helps keep them well. Drinks are always available and young children are encouraged to drink regularly, especially in the warm weather. Hand washing posters are displayed in the bathroom and children have their own towels to help prevent cross infection. Children have fresh air and exercise daily and begin to understand about how their bodies move as they play outdoors and attend music and movement sessions. Regular use of apparatus and equipment in the garden provides challenge and extends children's physical abilities.

The childminder has high expectations of behaviour and children respond appropriately and behave extremely well. Younger children play happily along side older children who have an excellent sense of responsibility for the younger ones. For example, older children help younger ones in the garden, acknowledge that they are younger and can't do some of the things that they can and make sure the living room safety gate is closed so they are kept safe. This demonstrates a growing care and concern for others. The childminder fosters children's sense of community as they go out regularly in the local community, for example, to collect older children from schools. This sense of familiarity and the links the childminder is promoting with other practitioners supports children's ongoing learning. This excellent combination provides support that helps build self-esteem and helps children develop key skills for moving on to school.

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

The childminder quickly identifies and meet children's needs exceptionally well. This is due to her commitment to providing the very best service to all children in her care. Excellent systems enable the childminder to monitor and evaluate all aspects of her provision. She is constantly reviewing all areas of practice to identify better and more successful ways of working. The childminder seeks feedback from parents and other childcarers and is part of a quality assurance scheme. She has good links with the local authority and is pro-active in accessing training to increase her own skills and knowledge. She then uses her knowledge to improve her practice to benefit the children. For example, after attending training on outdoor play she has introduced a mud kitchen into the garden to extend learning outdoors. The childminder is a qualified child care practitioner with an excellent understanding of how to monitor the suitability of the educational programmes in meeting children's individual needs. She records children's progress, identifies areas children may

need additional support and works with parents and other professionals to help the children reach their full potential. Consequently, children make excellent progress in their learning.

The childminder has an extremely thorough knowledge of the Early Years Foundation Stage requirements for both learning and development and welfare. Both she and the assistant with whom she occasionally works are exceptionally confident in the area of safeguarding and child protection due to training they have attended. The childminder is extremely aware of her responsibility in ensuring only people whose suitability has been checked are in contact with the children. There is a comprehensive safeguarding policy, which is shared with parents so they are clear about the childminder's role and responsibilities. This helps ensure children are kept safe. All required documentation is in place and is accurately maintained to help the childminder to support children's safety and welfare. Partnerships with parents and other providers are extremely effective. Parents are very well informed about the service provided by the childminder, including full details of all policies and procedures. Regular information is displayed by the childminder that informs them of forthcoming activities and topics. This means that they are fully involved and can offer additional support to learning at home. Parents' comments support the excellent relationships that are in place as they state that children enjoy a stimulating environment where they are supported and safe and that children's development in all areas is excellent. Daily communication books and verbal discussion is used to provide them with an excellent understanding of their child's day. The childminder links with local pre-schools and schools which children attend to share information about children's learning and development. This helps them all work consistently in supporting children's needs.

### **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>	EY363987
<b>Local authority</b>	Slough
<b>Inspection number</b>	903226
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2008
<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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