

Inspection date

Previous inspection date

02/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 benefit from positive interaction with the childminder and her family, helping them to settle, form secure emotional attachments and have high self-esteem.
- Children move around the childminder's home confidently and have opportunities to develop their independence well.
- The childminder promotes children's safety well, with a good understanding of procedures to follow to safeguard and promote their welfare.
- The childminder has an accurate understanding of children's abilities and interests. She plans stimulating activities that motivate and provide challenge for children.

It is not yet outstanding because

- The childminder does not successfully use resources in activities to enable children to learn about a broad range of cultures.
- The childminder does not fully extend opportunities for parents to contribute observations of their child's achievement and learning at home.

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 spoke to the childminder and interacted with children throughout the inspection.
- The inspector looked round the childminder's house and garden.
- The inspector examined a selection of information and documentation relating to children's safeguarding and welfare, and their learning and development.
- The inspector and childminder jointly observed children and discussed their progress taking into account their starting points.

Inspector

Susan Bayliss

Full Report

Information about the setting

The childminder registered in 2012. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, school age child and their pet dog in Slough, Berkshire. Their home is situated on the first floor of the home and is accessible by stairs. Most of the home is available for childminding. Children have access to the lounge, one bedroom, kitchen and bathroom. The children use the garden for outdoor play. The childminder uses local facilities, which are within walking distance, such as, parks, and shops. The childminder currently has one child on roll in the early years age range. She is able to collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- extend the resources in activities to enable children to learn about a broader range of cultures in a meaningful way
- enhance opportunities for parents to contribute observations of their child's achievement and learning at home, to promote further opportunities for shared learning.

Inspection judgements

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

Children feel confident and happy in the care of the childminder. They feel welcomed and valued and as a result, they settle quickly and form very strong relationships with her. The childminder ensures that parents have time to share information about their children's routine and development when children first join. She encourages parents to stay and play as their children settle. As a result, children feel comfortable in the childminder's home and start learning quickly. The childminder is clear about children's starting points. She observes children in their play so she can identify and plan challenging activities to help them reach the next stage in their learning. The childminder keeps parents informed of children's achievements and next learning steps. She shares their work and the observations she makes with parents. However, she does not always successfully involve parents to share any learning and achievements at home to further secure the assessment process.

Children play happily with a variety of resources both inside the house and in the garden. The childminder plans stimulating activities and takes great care to ensure that she bases these around the children's interests. She knows the children very well and changes her routine to meet their needs and ensure they are motivated and engaged.

Children demonstrate that they are confident in their communication. They are excited to make connections and explore their understanding of rhyming words in their play. The childminder regularly reads stories to children and encourages them to sing and make music. She ensures they have good opportunities to hear rhythms and rhymes within music and speech. These opportunities support the children's language and literacy skills and motivate the children to learn. The childminder introduces children to dance and encourages them to think of different types of dance they have seen. She names styles of dance, including ballet, hip-hop and street dancing, as the children move and explore the music. The childminder has a range of equipment to support children's understanding of the diverse world in which they live, however she does not always use them well within activities to enable children to learn about a broader range of cultures in a meaningful way.

Children have access to a range of toys and activities, which they use to develop their thoughts and ideas. The children work collaboratively to develop a pet shop. The childminder joins in their play and skilfully extends the children's thinking skills. She asks them to sell her an "interesting pet, not too big, nor too small. I am allergic to fur so I need one without fur." The children spend time in discussion to agree first on a seal, "which doesn't have much fur, just a little to keep it warm in the sea" and then on to a crab. The children develop a good understanding of their world through play as they learn how to care for sea creatures and keep them safe. The childminder extends children's interest in the natural world through walks and visits to the local park. The children spontaneously point out the bees gathering nectar from flowers and show excitement as they recognise and name the insects they see, "the hundreds of daddy longlegs" on the fence.

The childminder has high expectations of the children in her care. She encourages them to explore and challenge each other in their play. Children talk together about the paintings they have done and discuss the colours they mixed together. They count how many different colours they have used and show delight as they name maroon, and turquoise within the range of shades they have mixed. The childminder supports children's emotional needs well, where children engage in experiences that show them that they are successful learners.

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

The childminder gives children's safety high priority. She understands how to keep children safe whilst they are in her care. She teaches the children about keeping themselves safe, using stories to talk about "stranger danger" and allowing them to explore safe risks. For instance, the children investigate the slide outside and find that it is wet. The childminder encourages them to think through what would happen if they play

on it and to decide for themselves whether to use it. The children show they understand how to keep themselves safe when walking home from school as they remind each other to hold hands and to walk on the pavement so as not to get in the way of the cars and lorries. The children anticipate and understand the rules the childminder has in place and understand that rules keep them safe.

Children show they care about one another as they share toys together. They are learning to listen to one another as they delight in each other's ideas. They talk about what makes them different comparing the height of their friends, the steps in their gardens and the different things they eat and drink. The childminder encourages them in their learning and helps them think through their ideas. She helps them explore their view that, "daddy can't wear pink," and explains to them that pink can be anyone's favourite colour.

The children understand the routine and show they are familiar with it by independently using the toilet, washing their hands and helping set the table for their tea. The children celebrate their independence as they talk together describing how they are getting quicker every day at carrying out simple tasks. They are developing a positive self-image and see themselves as achievers.

Children talk together about keeping healthy as they set the table for their meal. They understand that sugary foods like cake and squash are nice but they should not eat them all the time. Children know how to keep themselves safe from germs and independently use tissues and share with the childminder that, "I washed my hands after using the toilet." The childminder responds with affection and praise motivating and encouraging the children to share more of their achievements.

The childminder supports children's moves between settings. She greets children when they arrive with a hug, and is building a strong relationship with other professionals involved in children's care. This enables them to exchange information to support the children.

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

Parents value the childminder's service, describing her as "caring and professional." The childminder has high expectations of herself and engages in self-evaluation to identify her strengths and areas for development. She talks in detail about her plans to develop her childminding practice in order to improve outcomes for the children in her care. She is continuing to attend training to further her professional development and has identified areas in which she would like to strengthen her skills and knowledge. She has developed questionnaires for parents and encourages verbal feedback from them. She is setting up meetings so that she can talk through how they feel about her service and whether her routines and activities meet the needs of their children. She listens to, and takes account of, children's views as she invites them to talk about what they like and what they do not enjoy as much. This demonstrates the childminder's ability to provide a service that responds to the needs of parents and children.

The childminder is very aware of the importance of sharing information confidentially with other professionals who are involved with the children she cares for. She understands how partnership working supports children's learning and development and how consistency in routines benefits children and makes them feel safe. The childminder is aware of the pathways to information or support that she could follow if a child is not making the progress she expects. She is fully committed to supporting all children make good progress in her care.

The childminder has a good understanding of her role in safeguarding children. She is secure in her knowledge and has good procedures in place to follow if she has concern over a child's welfare. The childminder supervises children well, and they show good understanding of rules and expectations. The childminder clearly explains boundaries and is consistent in her approach with children so that they feel well supported and feel safe. Clear policies and procedures are in place to effectively support the childminder. She carries out daily risk assessments to identify and minimise risk to children. The childminder shares and discusses her policies with parents. This ensures that all parents are clear about the childminder's safeguarding procedures.

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	EY449848
Local authority	Slough
Inspection number	910489
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	not applicable
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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