

Inspection date	15/08/2013
Previous inspection date	08/03/2012

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

- The childminder provides a welcoming environment in which children form strong relationships and feel secure. They are well-behaved and develop independence as they follow daily routines.
- Children play with a wide range of resources both inside and outside that effectively supports them in their development.
- The childminder's has a good understanding and implementation of the safeguarding and welfare requirements to support children's health, safety and well-being.
- The childminder takes children on a range of outings and to groups, which helps them to develop a healthy lifestyle and become aware of the local community.

It is not yet outstanding because

- The childminder's systems for self-evaluation are not yet fully effectively at identifying all areas for development to continue to drive forward improvements to the service she offers.

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 looked at children's observation records, a selection of policies and children's records.
- The inspector considered parents' views through their written feedback.
- The inspector observed activities in the childminder home and spoke with the childminder at appropriate times throughout the inspection.
- The inspector discussed the childminder's understanding of her roles and responsibilities and looked at documentation to support this.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 1995. She lives with her husband and two children in Slough, Berkshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed area for outside play. The childminder takes and collects children to and from local schools. The family have a pet dog and hamster. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding two children, both of whom are in the early years age group. She supports children who speak English as an additional language. The childminder has a relevant early years childcare qualification.

What the setting needs to do to improve further

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

- improve the use of self-evaluation to drive forward improvements to the service.

Inspection judgements

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

Children are happy and at ease in the childminders home. Their development is supported as they can select for themselves a range of toys and activities that promote learning. The childminder recognises children's different learning preferences and provides indoor and outdoor resources that are of interest to them. As a result, children are interested and engaged in their play and make good progress in their learning. The childminder talks to the children about what they are doing as they play. She recognises their stage of development. For example, she promotes language as she asks short questions for children who are beginning to form simple sentences and gives them ample time to think and then respond. Children have good access to books and can sit comfortably on the sofa to look at them. Regular visits to the library give them the opportunity to help choose which books they enjoy. Children find out about the local community and wider world as they go on regular outings. This provides them with opportunities to run and play in parks and see various animals as they visit farms. They also take part in a range of activities that celebrate different festivals as they socialise with children and adults from other cultures. This helps them learn to respect the environment, each other and develop friendships. This effectively promotes the development of future skills and helps prepare them for the next stage in their learning and school.

The childminder provides children with access to a broad range of enjoyable play experiences. Children are provided with many opportunities to be physically active and

develop their coordination and control of their body movements. For example; they build towers, carefully put the bricks together and identifying the colours of each block. The childminder uses language to help develop their mathematical vocabulary such as "How tall is the tower?". "Is it as tall as you?". "Which is the tallest?" The childminder encourages children to complete art and craft activities which develop their creative skills well. Musical instruments and songs and rhyme help children explore sound both in the home and at the many groups they attend. Children quickly learn about cause and effect as they play with toys that are interactive, such as, using the touch screen on a tablet to play a ball game.

Parents provide comprehensive initial starting point information at pre-visits and the childminder successfully engages parents in ongoing conversations about children's progress. These cover both self-care skills and learning and development details. The childminder shares information with parents, on what she has observed children are able to do, through a record of their progress in the daily diaries. Parents are invited to share information about events and children's learning from home so they are working together to provide a consistent approach.

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

Children demonstrate an affectionate and trusting relationship with the childminder as they approach her for a cuddle or to join in with their play. The childminder encourages children's independence as she lets them choose what they want to play. She provides a good range of age appropriate resources both indoors and outdoors for them to select from. The childminder gives children individual time and attention. As a result, children feel valued and gain a strong sense of identity. This helps promote their self-esteem. The childminder takes note of what the children enjoy and sets out activities accordingly. For example, she provides a range of varying activities to meet the interests of children whose current interest is playing with balls. Children are encouraged to respect each other and their environment. This is evident as they willingly help tidy away the toys. She promotes an inclusive environment and treats children and their families with equal concern.

The childminder helps children begin to understand how to keep themselves safe as she reminds them of the possible consequences of their actions. For example, she explains to young children the reason why throwing bricks is not a good idea. Children take note of what she says and are quick to respond. The childminder regularly provides opportunities for children to develop their good behaviour skills. She gives them appropriate praise and encouragement, responds calmly and appropriately to any difficult situations. This adds to the positive atmosphere at the setting and provides children with a feeling of security, which they reflect in their good behaviour.

The childminder helps children recognise the importance of staying healthy. For example, the childminder asks children to look at their hands to make sure they clean as they use hand wipes before snack. They are encouraged to be active as they play outside in the garden, visit local parks and use a variety of equipment to promote their physical development. They begin to find out about their bodies as they talk about listening with

their ears to music and how they can see better when it is light. Children have access to drinks when they want and are reminded to drink regularly. Children recognise when they are hungry or tired and are confident to express their needs, for example, requesting a snack when they are hungry. Parents provide children's meals and the childminder ensures these are stored appropriately so food remains fresh. The childminder follows children's routines and they are provided with opportunities to rest and relax when the need arises.

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

The childminder organises the childminding day well, she follows procedures that help ensure children receive care in a secure environment. She is clear in her knowledge of safeguarding and understands her responsibility to protect children at all times. There are clear procedures in place to follow should she have concerns about children in her care. She ensures that those adults who have regular contact with children are appropriately checked. Policies and procedures support the welfare and safeguarding of children. Parents discuss them at initial visits with the childminder to ensure they have clear expectations of her practices. All children's records, parental consents and required documentation are in place and stored confidentially. Children move around and play safely in the home, and on outings, as written and ongoing visual risk assessments identify and minimise possible hazards.

The childminder has an early years childcare qualification and demonstrates she understands how children learn. She completes daily diaries that include observations that monitor children's progress. These alongside verbal discussions with parents help to provide a clear and ongoing picture of children's overall development. The childminder has not yet had to complete a two-year-old children's progress check, however, she has attended training with the local authority so that she is clear about what is expected. She has good links with staff at the local childcare centre and meets on a regular basis with other experienced childminders to share ideas. Overall, teaching is strong and the childminder offers children a good range of learning opportunities. The childminder has made some changes to her practice since the last inspection by addressing recommendations raised. However, her self-evaluation process she does not fully identify all areas for development to drive forward improvement to the service that will benefit the children.

Links between the childminder and parents are open and honest with daily discussions taking place about the care and learning children receive. Parents are requested to comment on whether they are happy with the activities the childminder provides and whether the children have enjoyed them. They express their confidence through written references in the care their children receive. They comment that she provides warm and welcoming home is kind and caring to the children and understanding and supportive of families.

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	105375
Local authority	Slough
Inspection number	931819
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	08/03/2012
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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