

<b>Inspection date</b>	04/12/2013
Previous inspection date	13/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder plans a wide range of activities that support children's good development across the areas of learning.
- The childminder works well with parents to support continuity in their children's care and learning.
- Children benefit from the childminder's involvement in their learning as she encourages them to concentrate on activities that interest them for significant periods of time in relation to their ages.
- The childminder has a suitable understanding of safeguarding procedures and processes to promote children's welfare in the case of a child protection concern.

### **It is not yet good because**

- The childminder has not risk assessed the potential impact of leaving a child unsupervised in a car for a short period of time, while taking children to school. This is a breach of a legal requirement.
- The childminder does not thoroughly support children's literacy development as children do not always have free access to books.

## 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 about her practice.
- The inspector viewed documents relating to the childminder's practice and information relating to the childminder's self evaluation processes.
- The inspector looked at written feedback from parents to take their views into account.
- The inspector observed children and the childminder taking part in activities together.

## Inspector

Naomi Brown

## Full report

### Information about the setting

The childminder registered in 2005. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children aged 17, 13 and nine in Slough, Berkshire. The whole of the ground floor and first floor are used for childminding and there is restricted use of the second floor. There is a fully enclosed garden for outside play. The family has two cats. The childminder is currently minding five children, three of whom are in the early years age group and all attend on a full or part-time basis. The childminder walks and drives to take and collect children from school. The childminder attends the local parent and toddler groups and is a member of a local childminder support group. The childminder is a member of the Professional Association for Childminders and Early Years.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- have clear and well-understood procedures for assessing any risks to children's safety, and review risk assessments regularly with particular regard to any regular outings including the school run

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

- support children's literacy skills further, for example, by making a range of fiction and non fiction books more accessible for children to choose during free play.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She uses this, as well as her strong understanding of how young children develop and learn, to provide activities and experiences that promote their good progress. The childminder is able to demonstrate how she has identified and closed gaps in children's learning through her assessments. For example, she has supported children whose speaking skills are operating below expected levels, to progress to expected levels. She supports children's language skills well. For example, the childminder speaks with children often, encouraging them to hold lively conversations and develops their vocabulary as she introduces them to new words as they play. The childminder also encourages children to improve their pronunciation of words as she gently repeats back to them when they speak. This helps children to develop clearer

speech, to support them to communicate well when they go to school.

Children enjoy lots of opportunities to use their imaginations and to develop their concentration skills during free play sessions. The childminder makes resources available that children enjoy and that interest them. As a result they become involved in play sessions. The childminder supports them well in their play. She encourages them as they play for a significant amount of time with construction blocks. The childminder encourages children to build higher towers and to extend things they have made, for example by adding more blocks, or adding characters to houses they have made. Children persist at this activity for more than half an hour as they become well involved. They enjoy pretending that construction pieces are other things as they make a lollipop and feed it to the childminder, then make a bone that they feed to a dinosaur. The childminder allows children to lead the play and this means that they feel that their own ideas are valued and supported. This promotes children's good progress as they feel welcomed and ready to learn.

Overall the childminder encourages children's literacy development well. She provides pens, pencils, chinks, paper and a whiteboard so that children can make marks and develop their pre-writing and writing skills. Children read with the childminder and they visit the library together to choose books that interest them. However, the childminder does not make books readily accessible to children throughout free play. This means that children do not choose to read and explore books independently to further support their understanding and enjoyment of books.

The childminder encourages children to develop their physical skills well. She provides them with daily outdoor play, both in her garden and on outings to parks and play centres. Children enjoy bouncing on the trampoline in the childminder's garden and they show a good understanding of managing their own safety as they wait to take turns on the trampoline. Children show good levels of hand control as they build towers and click construction blocks together. They also use a range of small equipment including pens, pencils, small toys, and help to do the buttons up on their coats and pull up their trousers. This supports their independent self-care skills, preparing them for the greater responsibility of school.

The childminder involves parents well in their children's development. She has involved parents in the completion of the progress check for two year old children. She has used this assessment to identify and tackle gaps in children's learning, in close association with parents so that all children have good continuity between home and the childminder's care.

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

Overall the childminder supports children's wellbeing, emotional security and encourages children to develop healthy lifestyles. She encourages children's concentration and independence skills during free play and planned activities. Children are able to use the toilet independently because the childminder provides them with gentle support and their

own towels to prevent cross infection. Children enjoy a healthy diet with the childminder and learn about positive food choices as they grow their own food in the childminder's garden.

The childminder carries out risk assessments of her home and outings. Generally these identify potential hazards, and her home and garden are well maintained and appropriate for children to play in. However, the childminder has failed to assess the potential risks of leaving children alone in a car for a short period of time. This means that she has not promoted their safety well at this time. The childminder provides children with daily outdoor play to promote their general health and well-being. She has close relationships with the children and they readily come to her for cuddles and play with her happily. Children are beginning to be cooperative with each other as the childminder encourages them to play alongside each other. They share toys well and are clearly secure in the childminder's care. They approach visitors and enjoy looking at their learning journeys which are full of photographs of things that they have done. Children confidently point out themselves and their friends, showing that they have enjoyed experiences with the childminder.

The childminder prepares children well for school as she supports them to be independent, for example, by taking their own coats off and finding their own things when it is time to go home. She also supports children to make smooth moves between home and her house, as well as children who attend more than one form of childcare. For example, she shares information with other settings that children attend on a daily basis, so that other carers can meet their needs as well. She uses communication books, daily conversations and clear written and verbal assessments to work with parents to support continuity of care between her home and the child's home. This supports all children's emotional security well.

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

The inspection took place because of information shared with Ofsted that raised concerns about child supervision and risk assessments on outings. The childminder overall has a suitable understanding of the Statutory Framework for the Early Years Foundation Stage and the associated requirements of the Childcare Register. The childminder meets most requirements. However, the inspection found that the childminder had left a child who is of an age covered by the Childcare Register, alone in a car for a short period during a school run on three occasions, while she took two other children to the school gates. The childminder states that this was because the child was unwell but she has failed to assess the potential risks of leaving a child unattended in a car even for a few minutes. This does not demonstrate a secure understanding towards risk assessments overall. The inspection found that the childminder recognises the potential impact of this breach of requirements and has reconsidered her policy towards school runs as a result.

Overall the childminder understands her responsibilities and takes other strong steps to promote children's safety. For example, she has a thorough understanding and knowledge

of potential safeguarding concerns and is fully aware of the steps to take to record and report any concerns. The childminder has a thorough safeguarding policy that is linked to the local safeguarding children's board requirements and she is clear about the action she must take. Also, the childminder has appropriate procedures for checking the identity of any visitors to her home and supervises children well while they are in her home. She shares all information about her suitability with parents so that they can be sure that their children are cared for by a suitable person.

The childminder has a suitable attitude towards making improvements to her service and practice. For example, the childminder has kept up to date with changes to the requirements of the Statutory Framework for the Early Years Foundation Stage and she attends much relevant training. She has recently attended training specifically relating to providing quality provision for two year old children, to meet the needs of these children better. She demonstrates a strong willingness to make improvements and has clear action plans in place where she has identified weaknesses. She has tackled the area for development from her last inspection, which shows that she is able to make positive changes. The childminder has developed strong relationships with parents and other settings that children attend. This was a point for development raised at her last inspection and she has tackled this well. Parents respond well to questionnaires and praise the childminder's care. They comment favourably on the progress that their children have made while with her. The childminder drives relationships with other professionals involved in children's care to promote continuity in care and learning. For example, she approaches all other settings that children attend with permission from parents to share information. She has worked directly with other settings to support children's progress, for example, giving them ideas of how to promote children's settling in, and to encourage their confidence. This supports the good progress of children in the childminder's care.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm, particularly during trips to school and in the car (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm, particularly during trips to school and in the car (voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY312999
<b>Local authority</b>	Slough
<b>Inspection number</b>	945582
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/01/2009
<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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