

<b>Inspection date</b>	14/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 warm, caring and positive relationships with the childminder and each other.
- Children enjoy varied, play-based activities that support their good progress.
- The childminder enjoys her work and her enthusiasm effectively stimulates the children's motivation to learn.
- The childminder manages the children's behaviour very well. As a result, children learn to be polite, respectful and to share the toys and resources.

#### **It is not yet outstanding because**

- Children have plenty of opportunities to mark make. However, the childminder does not always fully encourage them to develop the correct grasp when using pens, for example.
- Children occasionally walk around when eating their snack, which does not fully promote their awareness of safety.

## 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 viewed all areas of the childminder's home used for childminding.
- The inspector spoke with the childminder about her work and responsibilities.
- The inspector interacted with the children present at the inspection, and viewed their play and activities indoors and outside.
- The inspector viewed a sample of the childminder's paperwork including children's records and some policies.
- The inspector took account of parents' views and opinions of the service, provided by the childminder through their written feedback.

## Inspector

Sheena Bankier

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her school-aged child in Maidenhead, Berkshire. The downstairs is mainly used for childminding, with access to the first floor for sleeping purposes if necessary. There is an enclosed garden for outdoor play.

Local facilities are within walking or a short driving distance, such as parks, schools and shops. The childminder is able to take children to and collect them from local schools and pre-schools. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll in the early years age group. Children attend for various times and days, including after school.

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

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

- enhance children's early writing skills further by encouraging them to develop more control when using tools, such as pens, paintbrushes or pencils
- enhance children's awareness of their safety when eating snacks away from the table.

## Inspection judgements

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

Children make good progress in their learning and development. They benefit from effective play experiences, activities and outings, along with the childminder's good interactions with them. For example, as children use play dough, they learn to use small tools, recognise shapes and use mathematical language as they make 'worms' that are 'big', 'small', 'fat', 'thin' and 'long'. This enables them to learn about size and shape through practical activities. Children benefit from plenty of discussions during activities and play, which promotes their communication and language skills effectively. They also enjoy singing songs and reading books with the childminder, who actively encourages children's good thinking skills. For example, she asks them about what they can see in the pictures and what comes next in the story. She uses daily routines effectively to promote children's learning, such as recognising the colours of the snack bowls and counting out the grapes and blueberries in them. Children concentrate and engage in activities very well, which the childminder supports effectively with her great enthusiasm. Children positively engage in activities and play experiences, and are motivated to learn. As a result, they develop effective skills so that they are ready for the next stage in their learning.

Children make their own choices of activities, with the childminder providing suggestions when needed. She encourages children to take part in activities to support all areas of their learning, for example by playing outside even if it is a cold day, to support their physical development. Children develop good physical skills, such as coordination as they successfully kick the ball or climb the steps to the top of the slide. They develop confidence in exploring and investigating different media outside, for example exploring in the mud pit. Children enjoy different mark making activities to promote their early writing skills, using their fingers in sand outside, as well as tools, such as paintbrushes, pens and pencils. However, the childminder has not fully considered how to support children in developing the correct grasp when using writing tools, to enable them to develop more control. Children enjoy plenty of local outings, such as to the park, toddler groups and library. This supports their knowledge of the local community, and provides good opportunities for developing their social skills with other children and adults.

The childminder has a good knowledge and understanding of the children she cares for, such as their individual learning styles and preferences. She works closely with parents to establish children's starting points initially and continually exchanges information with them to support children's progress consistently. There is a good system in place for carrying out observations of children's progress, which links well to areas of learning.

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

The childminder provides good settling-in procedures to enable parents and children to begin to form positive relationships with her from the start. Children are happy, confident and content in the care of the childminder. They move confidently around the childminder's home, demonstrating they feel relaxed and at ease. The childminder and children have very good relationships and she provides an effective role model with her warm and caring approach. Children and the childminder talk about the children at 'big school', which further promotes positive relationships as well as emotionally preparing children for future changes. For example, children begin to understand that as they get older, they will also go to school.

The childminder successfully manages children's behaviour. She reinforces their positive behaviour very well with plenty of praise and encouragement. As a result, children clearly understand the expectations of behaviour and learn to respect each other, share and take turns. Children consistently use very good manners without prompting, such as 'please' and 'thank you'. Children are beginning to learn about their safety as the childminder provides explanations and reminders, such as the need to sit on the chairs properly. However, at times she misses opportunities to raise children's awareness of their safety further; for example, as children walk from the kitchen to the conservatory with their fruit snack, they start to eat this before they have sat down.

Children develop a good understanding about healthy lifestyles through discussions with the childminder. They follow regular hand washing routines and have their own individual hand drying towels, which minimises cross-infection. Children and adults take their outdoor shoes off in the home, which maintains a clean, hygienic environment. The

childminder's home is well organised for the different activities and needs of the children, such as space for creative activities to take place, and quiet and relaxing areas. Children make independent choices from the easily accessible toys. Their artwork and children's posters are displayed in the conservatory and playroom, providing a welcoming and inviting space for children; this shows that the childminder values their efforts. The childminder promotes children's independent skills well; for example, she encourages them to find their own shoes to go outdoors and to choose and squeeze out the paint for creative activities.

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

The childminder has a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She implements the required paperwork, such as records of children's accidents, which she completes thoroughly and shares with parents. The childminder demonstrates a good understanding of her responsibilities to safeguard children. She has a secure understanding of possible signs and symptoms that would raise her concerns about children's welfare, and the steps she would follow in the event of concerns arising. The childminder promotes children's safety effectively; for example, she regularly carries out practices of the evacuation procedure.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements. For instance, she has devised a comprehensive format for completing progress checks for two-year-old children, which is ready to use. She works closely with parents and forms good partnerships with other settings that children attend, which promotes continuity and consistency in meeting their care and learning needs. The childminder provides written information, photographs, video clips and children's artwork to keep parents well informed about what their children have been doing and their progress. A notice board provides effective information to parents about the childminder's service and relevant local information. Parents' written feedback reflects they have a high opinion of the childminder's service and practice.

Self-evaluation is strong, and the childminder accurately identifies her strengths and further steps to develop her practice and service. She actively requests parents' and children's feedback, for example through questionnaires and discussions. The childminder shows a positive commitment to providing a quality service to children and parents, and demonstrates an effective capacity to maintain continuous improvement.

### **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	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>	EY461578
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	924111
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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