

<b>Inspection date</b>	25/11/2013
Previous inspection date	23/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

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

#### **This provision requires improvement**

- Children are making secure attachments with the childminder. There is warm interaction between the childminder and children.
- Children are developing their communication and social skills well, because the childminder is responsive to the children and shares their interest in play.
- The childminder praises and encourages children's achievements and efforts.
- Children enjoy their time in the setting as they independently access a range of toys and equipment that interests them.

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

- The childminder's record of attendance does not accurately show the names and times of children she looks after.
- The childminder's record of accidents is not easily accessible and robust to show all accidents that have occurred.
- The childminder does not seek written permission to administer medicine and medication records are not easily accessible.
- Children do not always have access to an attractive range of books to enhance and extend their learning in this area.

## 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 activities and interaction between the childminder and children during play indoors.
- The inspector sampled a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of several parents' written references.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

The childminder registered in 2000. She lives with her husband, two adult children and their teenager in Slough, Berkshire. The ground floor of childminder's house is used for childminding. There is a fully enclosed garden available for outside play. 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 four children in the early years age group. The childminder walks to local schools and pre-schools to take and collect children.

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

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

- improve attendance records to maintain an accurate daily record of the names of children being cared for on the premises and their hours of attendance
- improve knowledge of the learning and development requirements in order to consider the individual needs, interests, and stage of development of each child and use this information to identify their next steps and plan a challenging and enjoyable experience for each child in all of the areas of learning
- ensure records are easily accessible and available, with particular regard to accident and medication records
- ensure written parental permission is obtained for medicine to be administered

### Inspection judgements

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

The childminder supports the promotion of children's communication and language skills well. She talks to children calmly and responds positively to their attempts to express themselves. As a result, children extend their communication and social skills. The childminder has a satisfactory approach to organising activities to include most areas of learning. However, there are some weaknesses in the educational programme for literacy and making accurate observations on children's progress. This means that the childminder does not use observation and assessment to plan and track the next steps in each child's learning. Although children make steady progress, planned activities are not always relevant to challenge individual children fully. Nonetheless, the childminder engages children in conversation, asking some appropriate questions to encourage them to think.

The childminder bases her plans for future activities on children's interests and is flexible as she responds to the children's needs. Although the childminder reads books with the children, there are fewer opportunities for children to handle books, as a wide variety of books are not always easily accessible. This means that children are not fully supported to develop their interest in books.

The range of resources that the childminder provides, allows children to begin to make some independent choices about play. The childminder generally knows the developmental stages of the children that she cares for. This enables her to provide resources and activities that are appealing and in keeping with their development. The resources and activities that she provides support children's learning appropriately in most areas. The childminder provides activities to promote children's understanding of early mathematics. For example, she helps children to use resources such as shape puzzles and she gives them reasons to count. The childminder uses outings to interesting places to increase children's social skills, their understanding of the world, and their creativity. For example, children visit train stations, the library and various parks. These activities help children to learn about their community, people who help us, and the different jobs that people do in society.

Children explore their surroundings and play with the resources with ease. Children show pleasure in acting out imaginative play scenarios, changing their dolls and pretending to put small figures on the play bus. The childminder allows children time to confidently explore the environment, where they are supported to develop their own play. Through their play children learn to respect different cultures and consider how people celebrate individual traditions all over the world. Children speak confidently as they begin to make their preferences known and share their ideas. These are useful skills serve children well both now and when they move onto school. The childminder recognises the value of working in partnership with parents. She provides parents with feedback about their children through regular discussions and daily diaries.

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

The childminder's settling-in procedures are appropriate. They enable her to engage with parents to find out about children's starting points. Positive interaction shows that children are making secure emotional attachments with the childminder. Children are happy and contented in the childminder's care because she gives them her time and attention. Children are safe and secure, as the childminder is responsive to their needs. The childminder implements effective safety measures in the home to enable children to enjoy the space and resources without risk to themselves. These safety measures include ensuring the play equipment is suitable for its purpose. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure that children are safe.

The childminder's home is generally well resourced and overall there is a range of easily accessible toys and equipment across most areas of learning. This enables children with

different learning styles to enjoy learning and this supports equality well for children. Resources in the main playroom are stored appropriately at the children's height. Children develop confidence in exploring their surroundings. They enjoy finding out what they can do. Children behave well and are responsive to the childminder's guidance. She redirects children and encourages their positive behaviour. This helps to promote children's self-esteem and confidence. Children develop social skills as they mix with other children, and this is further promoted by fun outings to parks, train stations, boat trips and feeding the ducks at the nature reserve.

The childminder takes some effective steps to develop children's understanding of healthy lifestyles. Children learn about healthy eating practices as they eat an appropriate diet, mainly provided by their parents, and discuss healthy choices. The childminder makes sure that children enjoy fresh air and exercise each day. The childminder organises the day to provide time for younger children to eat, sleep and rest. There are sound hygiene practices in place, which promote children's health.

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

The childminder has a suitable knowledge of safeguarding practice overall. The childminder knows what to do if concerns arise about children's well-being and she is familiar with local child protection safeguarding procedures to help keep children safe. The childminder regularly reviews many safety checks around the home to ensure that any potential hazards are minimised. Children are supervised at all times. This enables them to play in safety. The inspection was brought forward following concerns about whether the childminder was meeting the requirements relating to safeguarding practice and policy, child supervision, accident or injury, managing behaviour and general information and record matters. Ofsted visited and took no further action as the childminder was meeting requirements. However, this inspections found some inconsistencies in the records for children's attendance, medication and accidents. The childminder does not accurately record all the names of the children that she looks after with their hours of attendance to demonstrate how she meets the required ratios. The childminder makes notes of some accidents in the children's daily diary. However, those children who are not present, their records are not available. The childminder does not obtain written permission from parents for particular medicine to be administered. As a result, the childminder is not meeting all the safeguarding and welfare requirements for the Early Years Register or for the Childcare Register.

The childminder has a generally satisfactory knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Children direct most of their own play with the childminder offering advice and making suggestions. The childminder organises her resources to ensure that children learn to be independent. However, the inspection found that planning and assessing activities to promote children's next stages in their learning and development is not well embedded. Despite this, the childminder demonstrates a willingness to improve her practice. The childminder has a positive attitude to strengthen her practice through self-evaluation and she recognises

where there are areas for development. The childminder values working in partnership with parents and overall provides them with suitable information about the early years provision. Many references demonstrate that parents are happy with the care their children receive. The childminder maintains suitable relationships for children who attend other settings, such as schools and nursery classes. She shares information where necessary between these parties and this supports continuity for children well.

### 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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a record of accidents occurring on the premises (compulsory part of the Childcare Register)
- keep a record of any medicinal product administered, including the date and circumstances, by whom it was administered and a record of consent (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- keep a record of accidents occurring on the premises (voluntary part of the Childcare Register)
- keep a record of any medicinal product administered, including the date and circumstances, by whom it was administered and a record of consent (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>	105384
<b>Local authority</b>	Slough
<b>Inspection number</b>	942178
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/09/2011
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

