

Inspection date

Previous inspection date

05/02/2014

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

- The childminder has a warm relationship with the children. She understands their backgrounds and starting points of development. Children are happy in her care.
- Children enjoy a broad range of toys, activities and outings that promote their play and development in all seven areas of learning. Consequently, they have fun and they are making good progress in relation to their starting points.
- The childminder has positive relationships with the parents of the children attending. She offers flexible care arrangements to suit the family needs.

It is not yet outstanding because

- The childminder shares children's progress with the staff of other early years settings, although not consistently regarding some aspects. Therefore, she misses opportunities to fully enhance children's learning.
- The childminder does not consistently invite parents to share their children's achievements at home, which slightly reduces opportunities for her to build on their interests.

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 children in their play and in their interactions with the childminder.
- The inspector spoke with the children and the childminder.
- The inspector took the views of parents into account.
- The inspector spoke to the childminder about how she has evaluated her progress so far and how she assesses children's progress.
- The inspector sampled the childminder's documentation.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered for overnight care. She lives with her husband, who also works as her assistant at weekends, and three children. The family lives in Datchet, Slough. Children use the ground floor of the property for play and bedrooms upstairs for rest. There is a garden available for outdoor play. The childminder takes children on visits in the local community and can take and collect children from the local school and preschool. The family has a dog. There are currently seven children on roll, of whom six are in the early years age range.

What the setting needs to do to improve further

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

- involve parents in their children's learning further by inviting them to contribute more about their children's learning at home
- enhance children's learning further by sharing their progress more consistently with other professionals who share the care of the children.

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 provides resources, activities and outings that offer children opportunities to explore and play in ways that promote their development in all seven areas of learning. Her discussions with parents when children start with her enable the childminder to have an accurate understanding of children's prior skills, interests and routines. The childminder uses her notes, shared daily diaries and discussions with parents to assess children's ongoing progress. She demonstrates a solid knowledge of the children she cares for. Her monitoring of their development ensures that she is able to plan for children's emerging interests and changing abilities. She is currently assessing the ways in which she tracks children's progress and how she will share this progress with others caring for the children who attend other provisions.

The childminder provides a good range of toys and activities that promote children's learning and development in all seven areas of learning. Children have fun singing together and are confident to join in with their favourite action rhymes. The childminder's good practice during these activities promotes children's confidence and their developing

language skills.

The childminder interacts well with children as they play and is inventive in her approach to teaching. For example, she uses recycled boxes and packaging to help children explore number, size and measure. They work out how many smaller boxes will fit into the bigger one. Children hear mathematical language that they can put into context as the childminder shows them the difference between 'small' and 'bigger'. They listen and observe curiously, as the childminder asks them to consider if 'this one will fit' and asks 'is this one the biggest box?' The children start to change their game as they explore further. They build a tower, gently balancing the boxes on top of one another. Then again, with further curiosity, they start to use the beanbags from a toy box to post into the boxes. Together with the childminder they count and work out that they have eight beanbags and three boxes, which promotes their problem-solving abilities well. These activities also help children to gain the skills they need for their future learning.

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

Children have access to a broad range of toys and resources that the childminder provides for them. The childminder has a warm nature and children show they are happy in her care as they play. Children behave very well throughout the day and demonstrate their growing awareness of their own safety and self-care routines. For example, they understand the importance of washing their hands prior to lunch or snacks. Children treat their toys with respect and play together happily. These learning opportunities help to prepare children for future changes, including the move to school.

The childminder supports children's personal, social and emotional development well through her effectively planned activities. Children engage happily and confidently in a game that helps them to develop self-awareness and promote an understanding of diversity. They name parts of the bodies, pointing to their heads, noses and feet as they move about energetically. They later use mirrors to find their tongues or eyes or their teeth.

Children benefit from regular opportunities to play and learn outdoors. They enjoy regular outings in the community, to soft play centres, parks and for walks. They also enjoy special treats such as trips to local museums and visits to the cinema. As a result, children's learning opportunities are extended well and they have regular opportunities to socialise with other children, for fresh air and physical play. This promotes their development and physical well-being effectively.

The childminder has completed safer food awareness training. She understands children's individual dietary needs and preferences through discussions with parents. The childminder works with parents to support and promote children's growing awareness of healthy eating and a balanced diet.

The effectiveness of the leadership and management of the early years

provision

The childminder has a secure knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She understands her responsibilities to safeguard children and knows the procedures to follow should she have a concern about a child in her care. The childminder adheres to her policies and shares these with parents so they understand the procedures in place that support children's health, well-being and safety. She has completed a robust risk assessment of her home and completes risk assessments for any outings. As a result, children can play safely in her care. The childminder understands the requirements for when working with an assistant and adheres to these. She works with her husband, who is her assistant, at weekends. Both hold a first aid training qualification.

The childminder has a clear understanding of the learning and development requirements of the Early Years Foundation Stage. She offers children a broad range of play activities that promote their learning. The childminder demonstrates a good understanding of children's starting points and plans well for their next steps of learning. Consequently, children are making good progress in relation to their starting points. The childminder provides parents with a written report each term to demonstrate this progress. She also uses a daily diary system that promotes two-way communication. However, the childminder is not yet actively encouraging parents to offer more of their own observations about what children do at home to extend this partnership further. Consequently, the childminder is not always fully aware of children's emerging interests. Nevertheless, parents are very positive about the care their children receive. A parent writes that through her discussions with the childminder she feels very involved in what her child does. The childminder is also building on her partnership with parents in other ways. For example, she lends out toys and provides written words to familiar songs that children enjoy so that parents can be share these at home. The childminder has ongoing discussions with the key person staff at nursery, who share the care of the children. She is therefore able to pass on valuable information to parents as she both collects and drops off children daily. However, she is not fully sharing her observations or the written reports completed on the children, which means she does not fully complement the assessments that other professionals make.

The childminder has reflected well on her provision of care. She has assessed her strengths and her plans for future improvement. The childminder is clearly very flexible about her care arrangements and is therefore supportive of the needs of the parents of the children she cares for. Children show they are very settled and happy in the childminder's care. As a result, the childminder is able to support children in learning the important skills to prepare them for the next stages in their learning.

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

Unique reference number	EY464676
Local authority	Windsor & Maidenhead
Inspection number	928656
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
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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