

<b>Inspection date</b>	17/03/2014
Previous inspection date	15/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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How well the early years provision meets the needs of the range of children who attend		3
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### **The quality and standards of the early years provision**

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

- Children relate well to the childminder who is responsive and kind to them.
- This is a happy family environment where the children and their parents are welcomed.
- The childminder gathers information from parents when children join her care, enabling her to have a good understanding of the children's development.
- Children enjoy a range of activities, which appropriately support their development.

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

- The childminder is not clear about who to contact with any safeguarding concerns.
- The childminder does not always supervise children well enough relative to their age and ability to ensure they are safe at all times.
- The childminder does not always ensure all areas of the home and garden are clean and tidy, and suitable for children to access so that they can explore and investigate both indoors and outside.

## 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 the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents and discussed the provision with them.
- The inspector discussed the provider's self- evaluation.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

The childminder registered in 2006. She lives with her husband and three children in the Langley area of Berkshire. The childminder uses the whole of the ground floor of the house for childminding. There is an enclosed garden on two levels for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for two children in the early years age group. The family have two cats.

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

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

- update knowledge and information of the Local Safeguarding Children Board procedures, including contact details for the local safeguarding team
- improve practice to ensure children are supervised appropriately, relative to their ages and abilities at all times

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

- improve organisation so that all areas of the home and garden used for childminding are clean and tidy, so that children can play freely and explore and investigate further in their play.

## Inspection judgements

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

Children enjoy a variety of activities relevant to their ages, both in the home and in the local community. They have many opportunities to develop their social skills as they meet other adults and children at toddler groups. They also use a variety of resources, which encourage their creative and physical abilities when they attend these activities.

The childminder encourages children's language development by listening and responding to the children enthusiastically. She talks to the babies, describing their actions and responding to their attempts to make noises. This encourages their early communication skills. As the childminder feeds a very young child, she talks to them about what she is doing, and responds to the child's expressions, helping to develop their language and understanding.

The childminder asks children what they would like to do and helps them to find the toy they want. She organises the toy boxes with pictures to aid their independent choices. However, she does not always organise her time and use of her home and garden well so that all areas are available and suitable for use. This limits opportunities for children to explore and investigate freely, both in the home and the garden.

When a child chooses a puzzle, the childminder sits with them and encourages them to identify colours and shapes. She places attractive toys just out of reach of the youngest children encouraging them to stretch and reach for them. This helps to increase mobility. The childminder reads and sings with the children encouraging recall and language development. She provides crayons to encourage their coordination and early writing skills.

The childminder gathers information from parents when children join her setting, which helps her to understand the children's developmental needs. This provides a base line for assessing the progress they are making. She observes children participating in activities and makes plans to encourage their next developmental step. Children are making appropriate progress and developing the skills they need to help them when they start school.

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

The childminder is a kind and gentle role model to children. She encourages them to share and take turns, and to take care of each other. Children learn from her actions. For example, an older child independently selects a baby toy and distracts a young child who has become very interested in their activity. The childminder praises them warmly for the kind action. The childminder uses good manners and children are learning to do the same. The childminder understands the need to be consistent in behavioural expectations to enable children to learn right from wrong.

Children are learning about good hygiene routines, such as hand washing, nose wiping, and toileting. The childminder helps and encourages them to develop skills to do these tasks independently. She encourages children to have regular drinks and follows parent's wishes concerning the food they eat. The childminder does not use her back garden in the winter months to support children's physical development all year round, and allow them to explore its features. She takes them to the local toddler groups, which allows them some opportunities to be physically active.

Children are confident in the childminder's care. They seek and receive her attention and move confidently around some areas within the home. The organisation of the lounge furniture enables the youngest children to have clear space to develop their early mobility. They stretch and reach for toys that attract their attention around them.

The childminder does not always organise her time, home and garden well. This means that at times, not all areas of the home used for childminding are appropriately clean before children arrive, to allow young children to crawl and explore safely. For example,

the childminder cleans and tidies the kitchen before she can prepare lunch. At times, the youngest children remain in the lounge, one of whom is crawling, whilst the childminder undertakes this task and takes older children to the toilet. This does not provide them with appropriate levels of supervision to ensure they are safe at all times.

Risk assessments are in place for the home and the outings the childminder undertakes, to support children's well-being and safety. This means she is able to consider practices and safety arrangements to keep children safe. For example, she takes a bag of spare clothes, nappies and food with her on outings. However, on one occasion, she forgot to replenish her supply of clothes and borrowed items of clothing from fellow colleagues at a local toddler group. This experience has made her very conscious of ensuring she keeps her outing bag well stocked.

The childminder demonstrates a reasonable awareness of the importance of helping to prepare children for the next stage in their learning, by encouraging their independence and social skills, to enable them to feel confident in their new setting. She is aware of the need to link with other settings children might attend to promote consistency.

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

The childminder has an appropriate knowledge and understanding of the learning and development requirements. She takes into account parental knowledge of their children, which helps her to compile information about the children's abilities. This supports her to monitor progress and plan for their next steps in learning.

The childminder is not clear on the correct procedures to follow to report a concern about a child in her care, in line with her Local Safeguarding Children Board procedures. She is aware of injuries and behaviour, which would cause her concern, and that she must report any concerns. However, she does not have up to date local knowledge of who she must report her concerns to, to ensure there is no delay in safeguarding children. The childminder gains permission from parents with regard to taking photographs of the children in her care.

The childminder seeks the help and advice from her childminding colleagues and the local area early years adviser. For example, when a parent asked if she would care for a sibling baby in addition to her own baby, the childminder read the appropriate Ofsted information and discussed the request with her early years adviser. She undertook a full risk assessment detailing what this would entail, sought permission from parents of children currently attending, and obtained appropriate additional resources. Her husband works from home and helps with the care of their own young child. The childminder only goes on outings locally where her close childminding friend also attends. In this way, they can support and help each other.

The childminder uses a range of methods to self-evaluate her practice. She regularly discusses her provision with parents to seek their views and meet individual needs.

Parents indicate they are very happy with the provision she provides. They always 'feel welcome, are well informed and know that their children are developing and making good progress'. The childminder receives support from other professionals and her local authority to develop some areas of her practice.

### **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>	EY338221
<b>Local authority</b>	Slough
<b>Inspection number</b>	954578
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/06/2011
<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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