

## Inspection date

Previous inspection date

07/05/2014

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 good knowledge of how children learn and she provides a good range of activities and resources, which encourage good progress.
- Close, emotional attachments develop with children in this caring and child-orientated environment. Children are confident, happy and settled.
- Children's safety is a high priority. The childminder provides clear boundaries and messages to children. This helps children to learn to keep themselves safe.
- The childminder builds positive relationships with parents. This helps her to effectively identify and meets children's individual needs.

### It is not yet outstanding because

- Currently there are fewer opportunities to support children's recognition of numbers, names and the written word in the play environment.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured 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.
- The inspector read the providers self- evaluation.

## Inspector

Lynne Lewington

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and their young child in Slough, Berkshire. The childminder lives in a ground floor flat and uses the whole of her home for childminding. A communal garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently three early years children on roll.

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

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

- increase opportunities for children to begin to recognise numbers, names and the written word in their play environment in order to extend their skills.

### Inspection judgements

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

The childminder provides an interesting and varied range of activities, which encourage children's development well. Her positive role modelling helps to teach children how to behave, interact with others and develop their interests and skills. For example, she acknowledges the child's words in the child's first language and then translates for the child in English. This not only promotes the child's first language by recognising their skill but also encourages the child's use of the English language. Consequently, young children demonstrate confident use of both their first and secondary languages. The childminder sits on the floor to engage with the children. This enables them to see her expressions and hear her clearly. She encourages them to choose what they would like to do. The childminder provides easy access to a variety of activities, which engage the children and introduce them to new experiences. For example, when children want to paint, the childminder provides ready prepared paints, paper and brushes. She sets them out on a large protective sheet on the floor. The childminder sits with the children and encourages the activity by asking simple questions, which make children think about what they are doing. She models language, extending single words into sentences and they talk about colours, shapes and pattern as the children paint.

The childminder displays photographs of activities the children have participated in to encourage recall and conversation. Children enjoy listening to stories and the childminder reads to them. She sits on the floor and shows the pictures as she reads. Books are easily available to encourage imagination and interests. However, there are fewer opportunities for children to see a range of written word, their names or numbers in their environment when engaged in play. The childminder does encourage children to count. For example, they count the stripes created in the painting and in songs. However, they cannot see

numerals to make the connection between them and the words they use. The childminder naturally uses mathematical language in her conversation with children increasing awareness of size, position and shape.

Children enjoy dressing up. This provides an opportunity to develop physical skills as they put on and take off clothes. It is also a good opportunity to act out experiences and use their imaginations. Children enjoy using tools in the dough and copy the actions of the childminder as she shows them how to squash and flatten the dough with their hands. They learn about the natural world on their outings when they experience and talk about the weather, the flowers and trees. Children also have access to interactive toys, which increase their awareness of technology.

Children are making good progress in the childminders care. The childminder clearly understands how to encourage development. She is continuing to develop her expertise in this area through participating in training. She is monitoring children's progress in partnership with parents. Each day, she sends a journal to parents. This includes care information, detail of activities children have participated in and the individual progress they are making. This helps to inform parents of the areas of learning. Parents add their comments and valuable information, which helps the childminder to gain a good understanding of the individuality of each child. The childminder clearly understands the requirement to undertake a progress check on children aged two years, focusing on areas of development. She shares this with parents and seeks their comments. This helps to ensure children make appropriate progress relevant to their age and stage of development.

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

The childminder is very conscious of promoting the well-being of the young children in her care. She effectively gathers valuable information from parents to help her understand the individuality of each child. This helps her to understand their individual needs and meet them appropriately. For example, the childminder understands that a young child needs to have a rest time in order that they can feel comfortable and happy to enjoy activities in the afternoon. She is also aware that if they sleep for too long they will not sleep at night and so in partnership with parents she keeps to a routine. This helps the child enjoy the time both with the childminder and with family members.

Positive behaviour is encouraged calmly. The childminder has expectations with regard to behaviour and understands that children need to learn about acceptable boundaries in a consistent way. The childminder is very polite and encourages good manners through her positive example. Children learn to be kind and patient with each other through their role play. The childminder uses stories also help them to explore and begin to recognise different feelings. Children have access to books and small-world figures, which reflect the diverse society in which they live. They also go on outings in the local community where they meet many people increasing their awareness and acceptance of people's differences.

The childminder has risk assessed her home and regular activities she undertakes. She has taken appropriate measures to ensure children are safe. For example, a stair gate prevents access to the kitchen and the front door is securely locked. The childminder plans the route to activities and encourages children to be aware of safe behaviour when they are out with her. She always supervises children closely both in the home and on outings. Children learn how to use the dough tools with care, to look and listen when they cross roads and what to do to evacuate the flat. This all helps young children to develop an awareness of their own safety.

The childminder provides a healthy diet including fruit, vegetables, chicken, pasta and rice dishes. She offers fruit snacks and regular drinks of milk, water or juice. The childminder talks to children in simple terms about healthy eating, encouraging their awareness of where their food comes from and why it is good for them. The childminder takes good care to ensure children develop an awareness of positive hygiene routines. For example, she changes nappies regularly and children are encouraged to visit the toilet regularly, to wash their hands before, after food, and after toileting. The childminder helps young children with these hygiene routines and makes them fun by talking to the children about what they are doing and why. The childminder is aware that outdoor activity increases a sense of well-being and so tries to ensure children go outdoors every day. This may be to play games in the garden with her or to visit activities in the community. She encourages children to develop their physical skills. This all helps children to develop an awareness of a healthy lifestyle.

The childminder makes good use of the space available in her flat. The lounge is the main play area although children can access the bedrooms with supervision. Children can select good quality toys from a variety covering each area of learning. The childminder knows that children like to select toys themselves and so she is developing a system where children will be able to look at a catalogue to select toys and games. Children rest either in a travel cot or on the beds in the bedroom. Each child has their own bedding to promote good hygiene. If the childminder takes children to play in the communal garden, she closely supervises them

The childminder encourages parents to share information with her about any changes in children's lives. This enables her to understand if the child is behaving in a different way and talk to the child about what is happening. She understands the importance of preparing children for starting school or nursery not only in their learning but also emotionally. She encourages children's self-confidence in their abilities to do things for themselves.

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

This childminder is providing young children with a good range of activities and experiences, which encourages their learning and development across all areas of learning. She understands how to encourage and inspire children to participate and develop their curiosity. The childminder is effectively monitoring developmental progress

in close partnership with parents. This means that if concerns arise, they can seek further advice promptly to ensure each child has a good chance of meeting their full potential.

The childminder has a good awareness of safeguarding issues. She is clearly aware of the action she would take if she has concerns about a child in her care. She has up-to-date policies, which clearly indicate her role in safeguarding children. The childminder is also proactive in ensuring parents understand the action they can take if they are concerned about a child. She displays local safeguarding information for parents in her hallway. A safeguarding policy is also available, which explains to parents about her safeguarding role, what they should do if they have concerns about her care and about the use of cameras and mobile devices. This all helps to promote awareness of safeguarding and keep parents well informed.

The childminder is forming positive partnerships with parents and others involved in young children's care and education. The childminder clearly displays a wide range of information in the hallway of the home, to inform parents about her role and other relevant information. Parents provide very favourable feedback about the service the childminder offers. For example, one said 'I feel that the childminder has treated my child as a member of her family and provided her with top quality love, care and attention. My child is always happy when I pick her up in the evening. She is properly fed, is always neat and clean and is fresh to spend the evening happily with her parents.'

In the short time the childminder has been registered, she has welcomed the support of the local authority early years team in developing her knowledge and skills. She is taking part in a well-established ongoing reflective activity, which covers all aspects of her provision. This is helping her identify areas for development and improvement. The childminder is also taking part in a language development course, which is helping to promote awareness of how to successfully encourage young children's language development. She has completed a self-evaluation and has clear plans for ongoing development. This all indicates the childminder is striving to continuously develop and improve the service she offers.

### **The Childcare Register**

The requirements for the compulsory 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>	EY467658
<b>Local authority</b>	Slough
<b>Inspection number</b>	940155
<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>	3
<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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