

<b>Inspection date</b>	14/10/2014
Previous inspection date	23/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- Effective promotion of children's personal and social development is reflected in the warm, caring relationships that exist between them and the childminder.
- The childminder makes sure that her home is appropriately organised so that children can easily select resources for themselves. Children make good progress in their learning overall given their age, ability and starting points.
- The childminder makes safety a priority helping children understand how to keep themselves safe and healthy.
- The childminder demonstrates a commitment to improve as she considers her practices and has identified ways in which she can develop her childcare service.

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

- The childminder does not fully extend children's language and thought processes through the use of open-ended questions in activities and everyday play to build vocabulary and sentence structure.

## 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 looked at children's observation records, a selection of policies and children's records.
- The inspector and the childminder jointly observed children at play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

## Inspector

Susan May

## Full report

### Information about the setting

The childminder registered in 1994. She lives with her husband and adult daughter. The family live in Cippenham in Slough. Minded children have access to the whole of the ground floor. A fully enclosed rear garden is available for outside play. The family has a dog and a pet pig. The childminder is able to take and collect children from local schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children aged within 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:

- promote children's language and thought processes by using open-ended questions more regularly, and by talking and commenting on activities to highlight vocabulary and language structures.

## Inspection judgements

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

Children are confident and happy in the childminder's home. They easily access a good range of toys and resources to support their development in all areas of learning. They are active and creative in their play as the childminder supports them and gets down to their level to offer advice and discreet help when needed. Children choose what they want to play with and the childminder provides activities to follow children's interests. This means they are curious and engaged and eager to try new things. The childminder chats to children as they play and builds their confidence as she gives praise to them when they respond to her questions. However, she does not always promote children's increasing language skills by extending vocabulary and sentence structure through everyday discussion and play, for example, by encouraging them to use new words related to their chosen activities.

Children find out about the local community as they have regular outings within the area. They visit a range of groups, which encourages them to develop friendships as they share and respect each other's wishes. This helps promote children's understanding of what is expected of them as they prepare for the next stage in their learning and eventually on to school. Children find out about the wider world and begin to recognise similarities and differences through books, art activities, different foods and celebrating festivals from other cultures. Overall children make good progress as they take on new challenges and develop good concentration skills as they become engrossed in their play. The childminder has a good understanding of the children's starting points as she talks to parents at initial

visits. She observes children and monitors their development so that she has a record of their progress. She plans for individual children, is flexible and recognises where their interests lie. She uses this information to plan their next steps. The childminder has completed the required progress check for children at age two working with other carers where the children's care is shared. Information recorded clearly highlights children's progress and areas for development and all information is shared with parents.

Children find out about the local community and extend their learning as they explore a broad range of activities both indoors and on outings. For example, after a walk, where they talked about autumn and collected leaves, they completed an art activity making a tree out of the leaves. The childminder continued to develop their understanding of the natural world as they put an owl in the branches, mushrooms growing underneath and hedgehogs at the bottom of the tree trunk. Children's artwork and posters are labelled to provide them with opportunities to see that words have meaning. An easel with chalks is accessible to encourage young children to make marks. Children have access to pencils and crayons, and older children begin to recognise and copy their name. A selection of books is available for children to enjoy as they sit on comfy sofas for quiet times. Children identify the colour of the play dough they want to play with, and after using tools to cut into star shapes they count them with the childminder. The childminder skilfully extends the activity as she takes some of the play dough pieces away and children count how many play dough stars are left. Children develop physical skills and develop control and coordination as they handle play dough, use tools and dress the dolls. Photographs of them outdoors show them exploring different environments. For example, as they walk along a wobbly rope bridge balancing carefully to try to stop it moving.

Good information is available for parents about the childminder's service. Parents provide initial information and the childminder provides ongoing feedback about children through their work, verbal feedback, daily diaries and access to the children's progress records. There are regular opportunities for parents to discuss and view their children's learning records to promote a two-way flow of information.

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

Children move around the childminder's home demonstrating that they feel safe and settled. The childminder is caring and supportive and knows the children very well. She works with parents to establish relationships so that children feel a sense of belonging, for example, when she visits children in their own home. Each child and their family are treated as individuals with their own unique circumstances taken into account and valued. Children receive good levels of individual care and attention as the childminder recognises their needs and follows their routines. Children self-select what they want to play with from a good range of easily accessible, clean and well maintained toys and resources. This helps them develop independence and confidence as the childminder joins in their play helping them feel their choices are valued. The childminder belongs to a childminding group where resources are shared, so that a range of toys is rotated to provide the children with broader learning opportunities.

Children go out daily for fresh air and exercise and follow good practices as they know to wash their hands before snack or after stroking the animals. Independent personal care and good hygiene is encouraged. Children have a reminder poster in the bathroom about washing their hands and know which towel in the bathroom is theirs. This helps them begin to understand about looking after themselves and leading a healthy lifestyle. Parents provide packed lunches and these are kept appropriately to ensure food remains fresh. Drinks are available at all times.

Children begin to be aware of keeping themselves safe as they follow simple house rules. The childminder uses age-appropriate explanations about why the rules are important. To improve children's awareness of staying safe further they practice evacuation procedures and talk about road safety when on outings. For example, children learn about traffic light sequences and why they must not cross the road until the crossing shows the green light. The childminder has clear expectations for children's behaviour and as a consequence children begin to understand right and wrong quickly. The childminder uses praise and encouragement regularly to promote children's self-esteem enabling them to gain confidence and develop new skills and abilities that will stand them in good stead for the future.

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

The childminder follows effective policies and procedures to organise her day to protect children's care and well-being. Parents have clear expectations of her practice as she shares policies and procedures with them at initial visits. She has recently updated her child protection training and understands her responsibility to protect children at all times. She is very clear of the procedures to follow if she has concerns about a child in her care. Children are supervised at all times and never left unattended with persons not vetted. Children move around and play safely in the child friendly environment. The childminder carries out visual checks on her home to help her identify and address hazards. Written risk assessments are in place for the home and for outings. Detailed children's records and required parental consents are in place and stored securely. The childminder uses appropriate documentation, such as accident and medication records to contribute to the safe and efficient management of the setting and confidentiality is always observed.

The childminder monitors children's progress, recognises how they learn and understands their stage of development. This helps meet the learning and development requirements for each child. The environment is stimulating and toys and equipment are stored attractively. The childminder uses labels and photographs to help ensure that children of all ages and abilities can select what they want to play with. The childminder considers children's interests when planning and assessing activities and takes into account their learning preferences.

The childminder has thought about the service she offers and recognises strengths and where developing her practice would be of benefit to the children. For example, she recognises her strength in building relationships with the children and their families. She

has completed all previous inspection recommendations and undertaken further training to increase her knowledge of the Early Years Foundation Stage. The childminder regularly seeks advice from an early years development worker and is in contact with other experienced childminders for ideas and suggestions on how she can move her practice forward. This demonstrates commitment to providing ongoing good quality care and education to improve outcomes for children continually.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	105461
<b>Local authority</b>	Slough
<b>Inspection number</b>	816881
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23/10/2008
<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

