

Inspection date	15/10/2014
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	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

- Children are happy and settled. The childminder manages their behaviour well and has a good understanding of children's individual needs. Therefore, she successfully promotes their emotional well-being.
- Children are making good progress in line with their ages and expected stages of development. This is because the childminder and her assistant have a good knowledge of each child, and promote their learning and development well.
- Children's communication and language development is promoted well. The childminder's positive interaction encourages all children's language development, through a broad range of interesting and fun activities.
- Children's safety is prioritised through the childminder's robust risk assessments and her and the assistant's vigilance around safety, both in the home and on outings.

It is not yet outstanding because

- The childminder has not fully extended links with other settings that children attend.

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 childminder works with an assistant and both were present during the inspection.
- The inspector looked at a selection of children's assessment records, documents, and policies and procedures.
- The inspector took account of the views of parents and comments through their written feedback.
- The inspector observed practice and held discussions with the childminder at appropriate times during the inspection.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband, who is also her assistant, and four children, in a residential area near to Ascot, Berkshire. The ground floor of the childminder's home is used for childminding. There is a garden for outdoor play. The childminder and her assistant take children to school and also collect them. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She and her assistant are currently caring for seven children in the early years age range. The childminder also cares for older children.

What the setting needs to do to improve further

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

- strengthen the links with others who provide care for the children, to share more detailed information about the children's learning and development.

Inspection judgements

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

Children make good progress in all areas of learning, because the childminder has a very secure understanding of how young children learn and develop. The childminder makes good links with parents when children first start. Consequently, she has clear information about children's needs, interests and abilities. Each child has a learning journal where the childminder records observations of their progress against their expected stages of development. The childminder regularly shares the learning journals with parents who are encouraged to share information from home. As a result, any gaps in learning are quickly identified. Future activities to support children's progress are then planned to provide children with opportunities to build on what they already know and can do. The childminder is flexible in her planning and encourages children to choose what they want to play with. Children choose their favourite activities from the wide selection on offer. As a result, they are interested in learning and concentrate appropriately for their ages on the self-chosen activities. The childminder extends children's learning well, because she gets down to their level and follows their lead in their play. The childminder knows the children well and uses her knowledge effectively to further promote their development.

The childminder promotes children's communication skills well, because she speaks to children constantly about what they are doing. She repeats back what younger children say to reinforce their language skills and help to build their confidence. She extends children's vocabulary as she introduces new words into their play. For example, they talked about the stethoscope, tweezers and other equipment a doctor or nurse might use as children role-played with the doctor's bag. Children enjoyed songs and stories with the

childminder, and requested stories from the extensive selection of books available. Children build on their numeracy skills as they count cars and enjoy games that help them to explore colours and numbers. They begin to develop an understanding of everyday technology, both indoors and on outings, such as using pedestrian crossings. Babies and very young children also enjoy pressing levers on cause and effect toys. They smile happily as they watch the animals pop up. The childminder teaches children about how things work, for example, as she explains that a toy is no longer working because it needs new batteries. She shows the children where the batteries fit and explains that once they have been replaced the toy will begin to work again. Children have good opportunities to be creative and the childminder encourages them to explore different textures. For example, she provides messy activities to encourage children who don't like to get their hands dirty to try new things.

The childminder plans activities within the local community, which helps children learn about the world around them. They visit local groups where they take part in new activities and play alongside other children. This helps the children to develop relationships as they meet others, and begin to share and take turns. These experiences and different situations help to build children's confidence. As a result, the childminder effectively helps to prepare them for starting nursery and school. The childminder actively promotes equality and diversity, and demonstrates a good understanding of how to give support to children who have additional needs.

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

The childminder helps children to settle well in her welcoming, home environment. As a result, children develop warm and affectionate relationships with the childminder and her family. They share plenty of cuddles and affection, enabling all children to feel well cared for and valued. As a result, they feel secure and settled. The childminder understands the children's needs well, due to the effective relationships established with their parents. Children learn to share and take turns, and begin to learn right from wrong, through the childminder's consistent boundaries and expectations. Consequently, children's behaviour is good, and they receive lots of praise and encouragement for their efforts and achievements. Children play well alongside each other under the gentle, calm supervision of the childminder and her assistant.

The childminder provides children with a good range of quality toys and resources. She organises these well and ensures they are easily available, in the designated playroom, for children to make choices. This helps to promote children's independence. Each child and their family are highly valued and respected, and the childminder actively promotes equal opportunities. This ensures that all children and their families feel fully included. Children's physical development is progressing well. Children have access to various activities requiring the use of tools, such as brushes, play dough cutters and pencils. Toys, such as baby walkers, encourage very young children to stand and take their first steps, while older children enjoy equipment on which they can ride, climb and slide. The childminder takes children on regular trips to local parks and places of interest. These opportunities help children to find out about the natural world, as they explore a range of environments.

The childminder takes into account parental wishes, and follows babies and young children's routines as closely as possible. She requests information about children's dietary needs and preferences, and works with parents to provide meals if they wish. Meals sent in from home are stored appropriately to ensure they remain fresh. Drinks are always available and very young children are encouraged to drink frequently. Mealtimes are social occasions. The childminder makes good eye contact with babies as they have their bottles. At the same time, she chats to younger children who are sitting close by, or at the table as they socialise together. This helps promote good future eating habits. Children learn about good hygiene routines, because the childminder encourages them to wash their hands before eating.

The childminder teaches children to learn how to keep themselves safe. She provides good explanations and has suitable expectations for the children to help them understand about risks around them. For example, they have listening rules when they go for walks or to collect children from school. This helps children begin to understand that they must pay attention to what is around them and listen to what the adults are saying. As a result, children begin to develop a sense of responsibility for their own well-being, as well as helping them to understand about the wider world.

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

Safeguarding procedures are robust. All policies and procedures to promote children's health, safety and welfare are fully in place. The childminder and her assistant have completed safeguarding training and are confident in their ability to identify any concerns. Local Safeguarding Children Board procedures are known and shared with parents at initial visits. Written risk assessments are in place and the childminder and her assistant complete ongoing visual assessments of the premises and equipment. This helps to provide a safe, secure environment for children.

The childminder fully understands her responsibilities to promote children's learning and development. She is a good role model for her assistant and together they manage children's learning effectively. Therefore, all children develop the skills to become active learners. Good communication with parents helps establish day-to-day working relationships. The childminder offers updates through discussions, diaries and emails, which help to ensure that parents receive regular information about their children. Policies and procedures are followed by the childminder as she organises the childminding day. These are shared with parents so they have clear expectations of her practices. For example, parents and visitors are aware that they must leave their mobile phones at the front door and not take them into the childminder's home. Information about the children is recorded on child detail forms and includes parental consents. Information is stored securely and confidentiality is always observed.

The childminder engages with parents well. Parents are extremely happy with their children's care. They comment that as families they always feel welcome. They feel their

children are treated with warmth, compassion and humanity, that communication is good and children make good progress in their learning. The childminder recognises the value of the information she receives from parents about their children's care. She has open and friendly relationships with staff at other settings the children attend and discusses children's progress generally. However, she does not share more detailed information about children's learning and development. Therefore, she does not take all opportunities to fully increase consistency and continuity for children.

The childminder demonstrates a strong commitment to improving the service she provides. Most recommendations from her last inspection have been completed effectively. She is currently working towards a childcare diploma and attends regular training events to update her knowledge and skills. Her assistant also attends regular training and works closely with the childminder as they plan what improvements they can make for the benefit of the children. For example, they are working towards improving children's outdoor experiences by providing all weather suits for the children and an undercover area. The childminder seeks appropriate advice, support and guidance if she is unsure of any aspects of her practice, welcoming this as part of her continuous development.

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. 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

Unique reference number	EY379625
Local authority	Windsor & Maidenhead
Inspection number	815767
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11/03/2009
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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