

Inspection date	15/10/2014
Previous inspection date	19/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder is in breach of a number of legal requirements, including failing to notify Ofsted of a significant event. This is due to her lack of self-evaluation and knowledge of her responsibilities to meet the safeguarding, and other, requirements.
- The childminder fails to provide parents with the required information and a written summary of the progress check for children aged two years.
- Systems to plan, and provide for children's individual learning and development needs are not well implemented or monitored.
- Children have fewer opportunities to explore a full range of practical activities when the television is a frequent distraction.
- The childminder does not consistently promote children's independence and understanding of hygiene in appropriate ways.

It has the following strengths

- The childminder welcomes all families into this inclusive setting.

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 activities in the main room and in the kitchen.
- The inspector looked at a selection of documentation, including children's records and written policies.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and two children, in Cippenham, near Slough. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor of the childminder's home is available for childminding with bathroom and rest facilities on the first floor. There is an enclosed garden available for outside play. The childminder is currently caring for three children in the early years age group, who attend on a part-time basis.

What the setting needs to do to improve further

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

- implement the safeguarding policy and procedures in practice, to safeguard children, in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB)
- maximise opportunities for children to explore and learn through active play, based on their different interests and the individual ways that children learn and develop
- improve knowledge of the learning and development requirements in order to consider the individual needs, interests, and stage of development of each child, and use this information to identify their next steps in learning; and plan a challenging and enjoyable experience for each child in all of the areas of learning
- improve observations of children's learning, and assess their progress between the ages of two and three years, to provide parents with a short written summary of their child's development in the prime areas of learning
- improve opportunities for personal, social and emotional development to support children's awareness of keeping healthy, and their growing independence as they learn to do things for themselves, for example, during self-care routines and at mealtimes

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

- develop the systems for self-evaluation in order to identify the strengths in practice and areas for development to promote effective outcomes for children.

Inspection judgements

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

The childminder does not promote children's learning and development needs well enough. Children engage in some enjoyable experiences. However, weaknesses in the delivery of the educational programmes mean children's progress towards the early learning goals is not good enough. There is an adequate range of activities, for example, where children enjoy building with bricks, pretend to cook, and handle books with care. However, planning is weak. It is targeted towards the whole group rather than individual children. As a result, children do not receive the best support to promote their future learning, particularly with regard to their personal, social and emotional development.

The childminder does not always support children's learning in a purposeful way that motivates them to try new experiences or that challenges them in their play. Observation is not effective in challenging and identifying the next steps in children's learning and development. Therefore, the childminder does not take valuable opportunities to build on and extend children's prior learning through appropriate modelling. The childminder is aware of the requirement to provide parents with a progress check for children between the ages of two and three years. However, she has not completed these as required. Therefore, she is unable to identify children's levels of progress, so fails to fully promote their learning needs in readiness for school. She does talk to parents to find out basic information about the children, which helps her to provide consistent care. She provides parents with feedback about their children through regular discussions.

Children are mostly happy to explore their environment and make some choices about their play. However, they have fewer opportunities to investigate activities that are more practical when the television is a frequent distraction in the background. However, the childminder encourages children to use some of the resources from the selection on offer, to play with. For example, children use this opportunity to participate in role play by making pizza with the toy foods and utensils. However, the childminder lacks the necessary skills to engage and challenge children fully in their play, and extend their learning. Therefore, children quickly lose interest and go in search of other activities.

The childminder provides children with opportunities to use electronic and interactive toys, which introduce them to simple modern technology. Children enjoy experimenting with sounds as they play with toys, such as a musical keyboard. The childminder supports some aspects of children's social skills during the day by encouraging them to play with their peers. For example, this was evident as children shared books together and sat together at the table during lunchtime. With the childminder's encouragement, younger children are beginning to copy words and put two words together when they speak, and older children use short sentences. The childminder supports children to count, and name shapes and colours while she encourages their play. Friendly partnerships have been developed with parents. The childminder states that parents are happy with the service and satisfied with the level of information that she gives them.

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

The childminder fails to promote children's well-being sufficiently overall. This is because of weaknesses in her safeguarding procedures, and her ability to promote children's learning and development.

The childminder's home is suitably resourced. Overall there is an adequate selection of toys and equipment. Resources in the main playroom are stored appropriately and mostly presented at children's height. The childminder promotes children's knowledge and understanding of safety through practical experiences that she incorporates into their daily routines. For example, they have a growing understanding of how to keep themselves safe as they are encouraged to help to tidy away resources. The childminder discusses and practises the fire evacuation procedures with children, which means they learn how to react to a possible emergency in the childminder's home. Children and families from all backgrounds are warmly welcomed. The childminder cares for children who are learning English as an additional language, and helps them make sound progress with their communication and language skills. Consequently, they are beginning to listen and build their vocabulary as they copy what the childminder says. The childminder promotes inclusion through activities and play. She offers children a range of resources that reflect diversity and equality. She uses these to help children to develop respect for themselves and other people in the wider community. The childminder maintains resources, and equipment in good condition so they are accessible and safe for children to use. She regularly praises, and encourages children's achievements and efforts. This further encourages their positive behaviour, and helps to promote children's self-esteem and confidence.

The childminder provides children with many opportunities to play outside in her garden so they benefit from plenty of exercise and fresh air. She is aware this promotes children's good health. The childminder generally supports children in learning about healthy foods, as they benefit from healthy snacks and lunch choices provided by their parents. However, children are not consistently learning the necessary skills to help them gain a secure understanding of healthy lifestyles and independence. For example, older children are beginning to develop self-care skills as they engage in effective hand-washing routines and are learning about good hygiene practices overall. However, the childminder is less consistent in encouraging the younger children's independence with these skills because she uses hand wipes to clean their hands for them. In addition, during snack and lunchtime routines children mostly wait for the childminder to feed them while they are playing or when sat at the table. This reduces opportunities for these children to develop independence and self-care skills in this respect. Consequently, the childminder does not plan activities, and routines to help children acquire the necessary skills and attitudes they need for school or their next stage in learning. The childminder has suitable procedures in place for the administration of medication and the treatment of accidents. She keeps her first-aid training up to date and maintains a first-aid box.

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

This inspection took place following concerns raised to Ofsted relating to a child sustaining a serious injury. At the inspection we looked at the childminder's systems relating to safeguarding children, suitability matters, accidents and injuries, and information that must be notified to Ofsted. We found no evidence to show the accident took place in her care. The childminder has appropriate accident procedures and keeps the required records. She stated that she would inform Ofsted of a serious injury or accident. However, she failed to notify Ofsted of this significant event. It is a legal requirement to do so and is also a breach of the associated requirements of the Childcare Register. This means the childminder has also failed to implement her safeguarding policy and procedures effectively in practice. Written policies and procedures underpin the childminder's practice, and are made available to all parents. The childminder has some understanding of the safeguarding and welfare requirements, and her responsibility to safeguard children from harm. She is aware of the procedures to follow if she was concerned about a child, although she has not implemented these well enough in practice. All required documentation and parental consent forms, in relation to the childcare arrangements, are in place.

Overall, the childminder has sound systems to reflect on her practice. However, she has failed to update her knowledge and practice in line with the Early Years Foundation Stage requirements. Since the last inspection, little improvement has been made particularly as the childminder was asked to develop the system of observation and assessment. She has not completed this to an acceptable standard. In addition, she has not completed her responsibility to conduct the progress check for two-year-old children and report this information to parents. This means the childminder is not identifying whether children are making sufficient progress in their learning or if they require any additional support to help them make good progress. The childminder has not identified relevant weaknesses that have an impact on children's learning and well-being. However, she demonstrates a willingness to improve her practice. The childminder recognises the value of working in partnership with parents and generally provides them with sufficient information about their children. For example, she shares verbal information with parents daily when they collect their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of any significant event, which is likely to affect suitability (compulsory part of the Childcare Register)
- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- inform Ofsted of any significant event, which is likely to affect suitability (voluntary part of the Childcare Register)
- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)

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	105498
Local authority	Slough
Inspection number	993467
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	19/01/2010
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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