

Inspection date	23/10/2014
Previous inspection date	23/07/2010

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 develop close relationships with the childminder, because as she has a warm, affectionate and caring manner. As a result, they feel valued and develop confidence and self-esteem.
- Children initiate their own learning, because the childminder's home is organised well. This means that children select resources for themselves and make good progress in their learning overall.
- The childminder promotes children's awareness of healthy lifestyles well, so children develop good habits and are active indoors and outside.
- The childminder builds good relationships with parents, which contribute effectively to children's care and well-being.

It is not yet outstanding because

- The childminder does not consistently promote opportunities for parents to share their children's learning and extend experiences at home.

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 and childminder observed children as they played, with discussions taking place at appropriate times.
- The inspector looked at information and comments from parents through written references.
- The inspector looked at a selection of policies, documentation and children's records.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, parents-in-law and three children in Slough, Berkshire. The childminder uses the ground floor of the house for childminding. A fully enclosed garden is available for outside play. The childminder is currently caring for one child in the early years age group.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to be more involved in children's learning, to provide a more joint approach to promoting their progress.

Inspection judgements

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

The childminder helps children to make good progress in their learning, across all areas of learning. This is because she is secure in her knowledge of each child's individual care and learning needs. She is well informed about children's starting points as she gains initial information from parents. The childminder knows the children well and uses her knowledge, along with photographs and written observations, to track and monitor children's development. This also enables her to provide relevant information as she completes the progress check for children aged two. The childminder provides parents with ongoing feedback about their children's care and welfare. However, she has not fully developed systems to regularly share more information about their learning experiences in her care. This means that parents are not consistently encouraged to extend children's learning at home.

The childminder ensures children have a challenging environment, which enables learning to take place. For example, children can easily reach the toys, and exciting and well thought out activities keep them fully engaged. This helps them initiate their own learning as they choose to play with what interests them. The childminder plans for children's next steps in learning, based on their interests. This helps children to reinforce and build on the skills they already have. Consequently, they make good progress, and develop positive attitudes to learning. This input helps them as they move forward to the next stage in their education and eventually to school.

The childminder provides children with a wide selection of books to enjoy for pleasure. For example, children choose a book, and sit and listen to the childminder. She encourages them to join in with the story, lifting flaps to see the animal pictures underneath. She

offers good opportunities for children to make marks, and as they use tools, such as pencils and crayons. They also have opportunities to be creative as they complete art activities. The childminder encourages children to use their imaginations as they play with the small world play resources. For example, older children enjoy helping to build a train track. Children enjoy music and join in with nursery rhymes, giggling and clapping their hands as they move to the sounds. This also helps build their language and communication skills as they pay attention, repeat sounds and clap to the beat.

The childminder provides children with good resources that promote their physical development and help them to gain new skills. She encourages both indoor and outdoor play to promote children's physical development. For example, they use tools with the play dough, complete puzzles, ride on wheeled toys and crawl through tunnels. Children enjoy cause and effect toys, and anticipate what will happen if they push buttons as they wait for the sounds. As they press the buttons the childminder tells them they are pushing the square, circle or triangle. This helps children to begin to recognise shapes while learning simple mathematical vocabulary. Very young children begin to explore the world around them as they play with objects that are familiar to them, such as spoons, dishes and pans. They find out about the local area as they visit local parks and go for walks. These opportunities, along with resources that promote positive images of diversity, help develop children's understanding of the multicultural community in which they live.

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

The childminder has a warm, affectionate and caring attitude towards children, and is supportive of their parents. This helps build strong attachments that help children feel secure, settled and safe. Photographs of children sharing and taking turns as they play are evident in their learning journals. The childminder also reports that older children are building positive relationships as they get on well with each other. Well-planned activities and resources help children to learn about other communities. This helps children begin to recognise the similarities and differences between people and lifestyles.

The childminder helps children to begin to understand how to behave positively, because she is a good role model. She helps them begin to understand about treating themselves, others and the environment with respect. Consistent boundaries and explanations help children begin to understand about keeping safe. For example, the childminder explains to them the reason why they may need to evacuate the house and why they must never play ball games near to a road. These clear explanations help to develop children's awareness of safety.

The childminder provides a range of toys and activities designed to encourage children's physical development. For example, there are lots of opportunities for children who are just beginning to walk to pull themselves up on appropriate furniture. Children practise skills, such as stacking toys and joining in with action songs, moving around and becoming aware of how their bodies work. The childminder knows the children well as she recognises when they are hungry or tired and follows their routines in line with parents' wishes. The childminder follows good hygiene practices to prevent cross infection, such as

regular hand washing. Children have fresh air and exercise daily. The childminder and parents work together to ensure children understand how to keep healthy. Meals provided by parents are stored appropriately to ensure they remain fresh. Drinks are regularly offered to very young children and older children may help themselves. The childminder sits with children as they eat, which helps to make mealtimes a social occasion that promotes good future eating habits.

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

The childminder is secure in her understanding of safeguarding and welfare issues. She provides a safe environment in which children can play and learn, because she completes risk assessments on her home, garden and for outings. Visual risk assessments are ongoing, and help to ensure she recognises any possible hazards and addresses them promptly. She has policies and procedures to support the welfare and safeguarding of children that include the use of mobile phones and cameras in her home. The childminder understands the signs and symptoms to be aware of, and the procedures to follow in the event of a concern about a child. She shares all policies and procedures with parents during initial contact. She ensures that any adults who have regular contact with the children are appropriately checked and supervises children at all times. All children's documentation is in place and accurately maintained. Confidentiality is observed at all times.

The childminder is an experienced childminder who is committed to providing a good service for the children she cares for. She fully understands her responsibilities to promote children's learning and development. The childminder promotes children's learning effectively. Therefore, children develop the skills to become active learners. The childminder continues to develop her knowledge and practice, because she talks to other childminders and takes advice from the local authority early years advisers. The childminder has made improvements to her service since the last inspection by addressing the issues raised. She has also identified further training opportunities to continue to improve outcomes for children.

The childminder builds good relationships with parents who report that the childminder provides a home-from-home environment. They feel that she offers attentive and intuitive care. They also report that the caring environment is conducive to preparing children to be confident and happy when they start school.

The childminder is aware of the importance of partnership working and has systems in place to share information with other providers to ensure consistency of care, play and learning when children attend other settings.

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	EY398871
Local authority	Slough
Inspection number	816122
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	23/07/2010
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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