

## Inspection date

Previous inspection date

04/12/2014

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 talks to children all the time. This promotes their communication and language development.
- The childminder is enthusiastic and follows children's interests. Children invite her to play and the childminder engages them well, which helps them feel safe and secure.
- The childminder plans a range of activities chosen by children, and led by adults, to promote all areas of learning and development.
- Parents comment that children are happy and settle well with the childminder.

### It is not yet outstanding because

- Fewer resources around cultures and different backgrounds mean that children do not get a full understanding of their own culture, and other differences in society.
- Healthy lifestyles are not always promoted consistently in the 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 interactions between the childminder and children in the setting.
- The inspector discussed children's development records and safeguarding procedures with the childminder.
- The inspector sampled the childminder's policies and procedures, and self-evaluation document.
- The inspector took into account the views of parents from comments on children's development records.

## Inspector

Vanessa Brown

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband, three school aged children and a pet dog in Slough, Berkshire. The whole of the downstairs is used for childminding and the first floor for toilet facilities. There is an enclosed garden area for outdoor play. The childminder makes regular use of the local park, libraries and walks in the woods. There is currently one child on roll in the early year's age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- further develop resources to promote children's understanding of different cultures and backgrounds, including providing opportunities to learn about their own home cultures
- strengthen children's understanding of healthy lifestyles by working in partnership with parents to encourage healthy eating.

### Inspection judgements

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

Children choose from a variety of resources to promote their development in all areas of learning. The childminder talks to parents before children start in the setting. She finds out about children's abilities and interests and then plans activities to move them on to the next stage of development. The childminder observes children and evaluates the activities that engage them. She builds on these and therefore children are motivated and excited to learn. Consequently, children who have recently started in the setting make good progress in settling in and in their early development.

The childminder shares information on children's development with parents. She talks to parents daily about children's development and prepares a 'Learning Journey', which she shares with them regularly. They work in partnership, which ensures that children make good progress in the setting and at home. The childminder understands the requirement to prepare a progress report when children reach the age of two years, to assess children's development and to identify areas for further support.

The childminder plans resources and activities around children's interests. The childminder and children celebrate festivals in the setting but there are fewer resources and

opportunities for children to learn about their own cultures and the differences in society. Children made pictures with different coloured sequins and pom-poms. They learnt how to count and sort the shapes and colours, which promotes their maths development. They made a train with boxes. The childminder gave lots of praise and encouragement so that children learnt how to glue different sized boxes together. This promotes their confidence and self-esteem. The childminder gives children the time and space to explore the materials, develop their imagination and to develop into independent learners. The childminder talks and sings with children all the time. She uses all opportunities to link songs to their activities. The children played with vehicles and they sang 'The wheels on the bus'. They made a spider and sang 'Incey Wincey Spider'. This promotes children's communication, language and physical development as they learnt the words and actions to songs.

Children develop skills ready for school. The childminder encourages children to use the toilet themselves and to wash their hands afterwards. She ensures they wash their hands before eating food. Therefore, children develop an understanding of keeping themselves safe from germs. Children find their own shoes before going outside, and the childminder encourages them to learn how to put them on themselves. This promotes their self-care skills ready for school. Parents comment that they are happy that children settle well with the childminder. They make positive comments about their child's development, and about the care and learning opportunities the childminder provides. Parents receive information about their child's development, and the childminder shares information so that learning can continue at home.

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

Children develop strong emotional attachments with the childminder. They are confident to approach her for hugs and cuddles, and sit on her knee for stories. The childminder knows children well and provides activities that make them laugh and giggle. They played hiding and tickling games with a furry snake, and the childminder offers children choices in their play. Consequently, children feel safe and secure in the setting, and develop confidence and independence.

Children behave well in the setting. This is because the childminder teaches children about the rules in the setting. She effectively promotes positive behaviour. She talks to children about feelings and emotions while reading books, which promotes their emotional development. She teaches children to ask adults for help if they are hurt or upset by the behaviour of other children. She also helps children to develop an understanding of managing their own behaviour.

Children develop an understanding of healthy lifestyles. They have daily opportunities for outdoor play, fresh air and exercise in the garden. They visit local shops, woods and the library. Children play with the toy kitchen and resources and the childminder teaches children about the fruit to make a healthy fruit salad. Children learn the names for different fruit and vegetables during play, and the childminder extends this during conversations throughout the day. Children learn about people who help them and keep

them healthy. The childminder talks to children about their trip to the dentist. She teaches them that dentists look after children's teeth. She explains that dentists keep teeth healthy, which promotes their understanding of healthy lifestyles. Children feed themselves and have some healthy foods at mealtimes. However, healthy eating is not consistently promoted in the setting, as the childminder's policy is not shared fully with parents.

The childminder completes risk assessments for all areas of her setting. She has a risk assessment for her pet dog, which ensures that children are able to play and learn in a safe environment. The childminder assesses the garden and children are not currently able to use the outdoors on the day of the inspection. This is due to recently having new decking laid, and replacing fence panels, to ensure that children are kept safe. The childminder assesses the risks and puts actions into place to safeguard children. Consequently, the premises are safe and hygienic. The childminder has policies and procedures in place for the administration of medication and recording accidents. The childminder attends training in first aid so that she is able to deal with accidents appropriately.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has effective policies and procedures in place to safeguard children. These are shared with parents. The policies include information and telephone contacts from the Local Safeguarding Children Board. They also include the use of mobile phones, cameras and the use of computers in the setting. The childminder understands how to deal appropriately with allegations made against herself or a member of the family. She has a good understanding of the procedures to follow if she has concerns about a child. She completes the required suitability checks for all members of the family, and attends safeguarding training appropriate for her role.

The childminder keeps records of parents' contact details for emergencies. She records children's medical needs and allergies, and has appropriate permissions in place for outings and for emergency medical treatment. Appropriate fire detection and control equipment are in place, and there is a fire evacuation procedure. The childminder completes daily children's attendance records, which promotes children's safety and well-being.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She supports children in all areas of learning and provides activities that enhance children's interests and support their individual needs. She plans activities to encourage the next steps of learning so that they settle well, and make good progress in the setting. The childminder recognises that children learn through play, and offers free play as well as focussed planned activities that follow their interests. She works closely with parents to share information on children's development, which ensures that children's next steps are supported at home as well as in the setting.

The childminder reflects on her practice by considering how the children have engaged in her activities, and if they have been successful in promoting their development. She talks to parents and encourages them to provide feedback on her provision. The childminder receives support from her local authority early years development worker who provides her with information on training. This ensures she keeps up to date with childcare legislation and attends training to develop her practice. The childminder plans to attend level 3 training, and to incorporate resources to promote children's communication and language development. She also plans to keep adding to her resources depending on the interests and needs of children to promote their learning and 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

<b>Unique reference number</b>	EY389863
<b>Local authority</b>	Slough
<b>Inspection number</b>	946152
<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>	1
<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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