

Inspection date	11 February 2015
Previous inspection date	10 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder follows children's interests and provides stimulating activities, which promote children's learning and development.
- The childminder extends children's communication and language skills. She talks to children all the time and adds new words to each child's vocabulary.
- The childminder gives children lots of attention and joins in with activities when they invite her to take part. As a result, children build strong attachments with the childminder.
- The childminder teaches children about healthy lifestyles which promotes their well-being effectively.
- The childminder keeps robust policies and procedures and shares these with parents, so they understand how she promotes children's safety and well-being.

It is not yet outstanding because:

- The childminder does not take all opportunities to encourage children to learn self-care skills during some daily routines. Therefore, she does not fully promote their independence at such times.
- Communication methods with some parents are not consistently successful to promote children's home learning and to help the childminder reflect on her practice.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop independence and their self-care skills during everyday routines
- encourage parents to engage in their children's learning and give their views about the setting, to fully promote children's development.

Inspection activities

- The inspector observed the interactions between the childminder and children, indoors and in the garden.
- The inspector sampled the childminder's policies and procedures, her risk assessments and children's development records.
- The inspector and childminder discussed the childminder's procedures for safeguarding children and her process of self-evaluation.
- The inspector took into account the views of children and parents.

Inspector

Vanessa Brown

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are happy and content as they play. The childminder follows children's interests to extend their knowledge of the world and encourage their language development. She used characters from a popular television programme to teach children where rain comes from and how to make muddy puddles. The childminder encouraged children to make up stories, count and recognise colours. This input promotes children's language and mathematical development. Children practised drawing around letters and the childminder encouraged them to think about different words that start with the same sounds. Therefore, she promotes children's early reading and writing abilities and enhances their skills ready for school. The childminder observes children and plans activities to encourage their next stages of development. As a result, children make good progress.

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

Children settle well with this warm and friendly childminder. They feel safe and secure as the childminder sits with them and enthusiastically joins in with their play. Children develop independence and confidence as they choose freely from resources which they find easily. They develop friendships with other children as they play together and chat at mealtimes. This encourages children's social skills as they learn to manage their own behaviour and interact well together. Children eat healthy snacks and meals. However, the childminder does not consistently promote children's self-care skills, for example, by involving them in preparing food at mealtimes. This slightly reduces opportunities for children to learn to do things independently. The childminder promotes healthy lifestyles, as children have daily opportunities to play outdoors for fresh air and exercise.

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

The childminder observes children and considers whether her resources and activities promote children's development effectively. Consequently, the childminder sets challenging targets and priorities to improve outcomes for children. The childminder shares daily information with parents about children's development. However, she does not always encourage parents to be involved in their child's learning, or to give her ideas to improve the quality of her practice. The childminder attends safeguarding training, so that she understands the procedures to follow if she has concerns about a child. She attends training updates that help her to improve the activities she provides for the children. She has a good understanding of the Early Years Foundation Stage requirements. As a result, children's learning, safety and well-being are promoted effectively.

Setting details

Unique reference number	EY429602
Local authority	Slough
Inspection number	845433
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	10 February 2012
Telephone number	

The childminder registered in 2011. She lives in Slough, Berkshire. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. She works each weekday throughout most of the year.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

