

Inspection date	30/09/2013
Previous inspection date	28/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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, settled and confident within the environment and the childminder's care.
- The childminder knows the children well and has a good system of observation and assessment in place. She uses these effectively to identify the next steps in children's learning, providing children with suitable challenges.
- The childminder is a consistent role model who skilfully supports and develops children's understanding of good behaviour, through developing sharing skills, taking turns and being kind to one another.
- Children benefit from the childminder's strong partnerships with parents and others who work together well to meet children's needs and aid transitions.

It is not yet outstanding because

- Young children have fewer opportunities to explore with a range of objects of various textures in treasure baskets to excite and encourage their interests.
- The childminder does not successfully extend opportunities for children to see different examples of print within the environment to broaden their literacy skills.

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 play in the kitchen, conservatory and outside areas.
- The inspector observed hand washing and nappy changing, children having their snack and lunch.
- The inspector examined documents, including children's records, observations, assessments, and policies.
- The inspector spoke with the childminder at appropriate times throughout observations and discussed the way the childminder identifies areas for improvement in order to develop her practice.
- The inspector took into account the views of parents through letters, which they left for the inspector.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder registered in 1994 and works with her daughter as co-childminders. She lives with her partner and four adults in Maidenhead, Berkshire. The downstairs rooms of the childminder's home are available for childminding. There is a fully enclosed garden for outside play. The childminder can take and collect children from local schools and pre-schools. The childminder and her co-childminder are currently minding 15 children and of these, 10 are in the early years age range. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has her Early Years Professional Status qualification. The family have a dog.

What the setting needs to do to improve further

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

- provide a range of objects of various textures and weights in treasure baskets to excite and encourage young children's interests

- increase opportunities for children to see different examples of print in the environment.

Inspection judgements

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

Children make good progress in their learning and development given their ages. This enables the children to develop the attitudes and dispositions they need to be ready for their next stage of learning and school. The childminder is skilled at engaging with the children. She supports their communication and language fully through consistent questioning and communication. For example, she imitates sounds and repeats words back to younger children to support their speaking and communication skills. The childminder skilfully asks older children questions to make them think and relay their experiences in story time. This effortlessly promotes all children's communication and language. The childminder effectively develops children's confidence and self-esteem through praise and encouragement.

Children enjoy their time with the childminder as she uses topics linking in with their interests to support and enhance the children's all round development. The children enjoy the toys and resources on offer and independently choose what they would like to play

with from low-level boxes. The childminder does not successfully extend opportunities for children to see different examples of print within the environment to broaden their literacy skills. Despite this, children have a good range of numbers posters displayed throughout the play environment, which aids their early mathematical skills. The childminder uses everyday opportunities to develop children's mathematical development. For example, they count when putting their shoes on, and join in with rhymes and tales that support subtracting numbers and describing words. This effectively supports children's language of space and shape. Younger children begin to show interest in everyday objects as they enthusiastically bang on the boxes with the plastic blocks. However, younger children have fewer opportunities to explore a range of objects of various textures in treasure baskets. All children are involved in outside play and enthusiastically help with the growing and harvesting of the vegetables.

The childminder has good processes in place to find out about children's individual needs. She meets with parents and finds out information about their child's likes, dislikes and daily routines. She uses this to ensure that each child has their own care routines promoted. Children benefit from the childminder's strong partnership with parents as the childminder and parents regularly share children's development records in order to establish an accurate understanding of individual needs. Overall, partnerships with parents are good. Parents value the childminder, and daily discussions keep them fully informed of their children's progress.

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

Children have good relationships with the childminder. They demonstrate that they feel safe and secure in her care as they readily approach her and invite her into their play. The childminder provides good quality care as she values each child. She skilfully engages with all children and differentiates activities successfully to meet their needs. For example, all children have puppet owls to explore, which aids the younger children's attention skills skilfully. The childminder gives each child attention and has an accurate understanding of their individual needs. The childminder acts as a calm, consistent role model who has effective strategies in place to help children to behave well.

The childminder carries out thorough daily checks and completes written risk assessments in order to promote safety in the home, garden and on outings. Children are developing a secure understanding of how they can act safely. For example, they participate in activities to develop their awareness of the dangers of the road and regularly participate in fire drills. This aids their understanding of how to act responsibly near the road and teaches them what to do in the event of an emergency.

Children learn about healthy eating and the benefits of exercise through their daily routines. They choose from healthy snacks and drink regularly to avoid becoming thirsty. The childminder supports and encourages children to be independent as they develop their self-care skills. All children are actively involved in hygiene routines, such as hand washing and use paper towels to minimise cross infection. Children enjoy sitting together at snack and mealtimes, developing their social skills. They develop a good understanding

of how fresh air and exercise contributes to a healthy lifestyle as they access outdoors daily.

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

The childminder has a good knowledge and understanding of how children learn and develop, due to her early year's professional status qualification. This as a result, this enables her to plan effectively for the children to promote their developmental progress. The childminder has a secure system in place for observing children's progress, which identifies the skills they are acquiring. The childminder has a confident understanding of safeguarding and her responsibilities to protect children. She has an accurate understanding of what would give her causes for concern and the action she would take. The childminder has a comprehensive set of policies and procedures, which she shares with parents. Effective documentation is in place to record children's attendance, any accidents, incidents or medication given to promote children's welfare.

The childminder self evaluates effectively and accurately, which enables her to fully identify strengths and areas for future development. Through discussion and written feedback, she seeks the views of parents and children who play an active role in the setting. Since her last inspection, the childminder has been proactive in addressing the action and recommendations, and has updated her paperwork and working practices to ensure she consistently maintains ratios. The childminder has built good partnerships with others concerned with the children's development. She has good systems in place to incorporate learning from the nursery within her environment to help children learn seamlessly. The childminder has developed trusting relationships with parents. Daily written and verbal communication ensures parents receive good information about their child's achievements and well-being. Parents write highly of the childcare service the childminder and her co-childminder deliver.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	108262
Local authority	Windsor & Maidenhead
Inspection number	913076
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	28/09/2010
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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