

Inspection date	15/01/2014
Previous inspection date	29/04/2010

The quality and standards of the early years provision	This inspection:	3
	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		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled in the childminder's care. They have a warm relationship with her.
- The childminder has a good understanding of children's developmental starting points and ongoing achievements. She shares their progress with parents regularly and complements the learning and development that children receive from others.
- Children are provided with a broad variety of activities and resources overall, to promote their learning in all seven areas and as a result are making good progress in relation to their starting points.

It is not yet good because

- The childminder had previously failed to inform Ofsted of a significant event.
- The childminder occasionally cares for more children than she is permitted to.
- Sometimes opportunities are missed to provide children with freely accessible resources to promote their freedom of expression in mark making and art activities.

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 arrived for an unannounced visit and observed children in their play, rest and interactions with the childminder.
- The inspector spoke with the childminder and with children present.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector spoke with the childminder about her planning for individual children and also about how she works in partnership with others who share the care of the children attending.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in 1995. She lives with her family in the Cox Green area of Maidenhead, Berkshire. The childminder uses the whole of the ground floor of the house for childminding with bathroom facilities available on the first floor. There is a garden available for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder holds a relevant childcare qualification. There are currently six children on roll; of these five children are in the early years age range.

What the setting needs to do to improve further

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

- maintain the required ratio for children cared for at all times.

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

- promote children's early expression of art further, by for example, making more art materials readily available for them to use.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Children enjoy using a broad range of toys and resources, and engage in activities and outings that promote their learning and development very well in all seven areas of learning. Overall, children access their toys and resources easily and therefore can make choices about what they want to do. They play happily alongside one another. For example, together they build a railway track, carefully turning the pieces around to fit together. As the track is completed, they exclaim 'it's a circle', demonstrating their mathematical skills.

Children recognise the numbers on play mats and work out that a numeral '6' looks very similar to a '9' when they look at it from upside down. They then count the numbers in sequence with the childminder from the right way up. Children choose to draw and happily sit up at the table talking about the colours in their picture. Although, the children's development records show that the children take part in many art and craft activities, resources to promote children's further interest in their own expression of art are not readily available as children play. Nevertheless, children are engaged in what they do. A

child plays independently with a small world playhouse, talking to the characters in her imaginary world. The childminder demonstrates her ability to know when to interact in a child's play and join in the discussions. This effective practice supports the children's confidence and communication.

The childminder uses settling-in sessions and effective discussions with parents to understand about children's achievements, routines and interests to date. She uses this knowledge of children's starting points to plan for them effectively. She completes children's development records well and these provide her with a secure knowledge of children's progress. The childminder tracks this progress effectively. Therefore she understands children's next steps, their emerging interests and any minor gaps in their learning, which she is confident to plan for to promote children's learning further. The childminder is proactive in working with parents on occasions when interventions are needed. She is likewise proactive in supporting parents to be part of their children's learning, for example, she offers parents ideas about how they can extend activities at home. As a result, children have the opportunities to meet their full potential in their learning. Children are making good progress in relation to their starting points.

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

The childminder's home provides a welcoming and well resourced play environment. She demonstrates a very warm nature and happily interacts with the children as they play. This helps children to feel secure and included. Children benefit from regular outings, gaining understanding of the world and enjoying activities that enhance their experiences in the childminder's home. On the day of the inspection, children recall their morning during their conversations together. They talk about their visit to the local garden centre, seeing the donkey and guinea pigs and how they had fun on the bouncy castle.

Children behave very well and show respect for one another. They happily engage with activities and understand their daily routines. For example, they help to tidy up their toys prior to their naptime and demonstrate awareness for the need to visit the toilet prior to going to sleep. Children understand the importance of washing their hands after using the toilet. As they walk down the stairs, they talk to the childminder about holding on to the rail for safety. They are therefore building their self-awareness of hygiene routines and personal safety. As a result, children are making secure progress in their personal, social and emotional development.

Children settle quickly for their sleep period and snuggle down into personal sleeping bags. The childminder keeps the environment quiet so that children can benefit from the rest they need and therefore, awake happy and ready to resume play. Children enjoy healthy meals provided for them by the childminder, who is aware of their food preferences and any allergies, and she adheres to their individual requirements at all times. Children are excited when, for a treat, they take their snack picnic style. They talk about the breadsticks being 'crunchy' and count how many segments of satsuma they have on their plate. This further demonstrates that children are gaining skills that will help

them in their future learning.

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

This inspection was brought forward. Although the childminder had informed Ofsted about a change in circumstances last year, relating to the health of one of her assistants, she failed to do so within the required 14 days. Ofsted took further action in relation to this by sending a low level warning letter. The childminder now demonstrates that she understands when she needs to contact Ofsted to inform them of any significant event and the timescale she has to do this. For example, she complied appropriately in informing Ofsted about her recent change of address and circumstances. The childminder is now working alone, without employing any assistants. She demonstrates a sound knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, she understands her responsibilities to safeguard children. The childminder has completed child protection training and understands the procedures to follow if she has a concern about a child in her care.

The childminder adheres to her clear policies and shares these with parents so they understand the procedures in place that support children's health, well-being and safety. She conducts and reviews a risk assessment of her home, and completes assessments for any outings. As a result, children can play safely in her care. However, since moving, and no longer working with an assistant the childminder has been caring for more early years children than permitted, on one morning each week. She explains this was to meet the working arrangements of parents. On the afternoon of inspection, the childminder also cared for her grandchild for a short period while caring for the maximum number of early years children already present. This is a breach of a welfare requirement. However, the childminder has cared for the children for a considerable time and demonstrates a sound understanding of their needs and routines. She provides them with play opportunities, which suited to their age and ability. As a result, the breach does not have significant impact on the care provided and the childminder plans to ensure that she re-employs an assistant to meet these requirements.

The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. She plans effectively for children's learning and demonstrates a good knowledge of their backgrounds, routines and interests, and provides engaging activities that children enjoy. The childminder interacts with the children well, and makes thorough observations of their play. Therefore, she has an effective awareness of children's progress and identifies the next steps for their learning. The childminder shares this progress regularly with parents through feedback, daily diaries and children's development record books. The partnerships with parents are positive. Parents state that the childminder is caring, supportive and is aware of their children's needs. They add that the childminder helps children to learn new skills, while providing a happy home environment. Partnerships with others, such as with staff at the nursery where a child in her care also attends are well established. This supports the continuity in children's learning and development.

The childminder reflects on her provision of care. She has completed a wide range of training in the past. As a result, she is able to build on this knowledge to promote good outcomes for children. The childminder is confident to highlight her strengths of provision, and what how she intends to improve in the future. This includes further developing the development records for children and finding further ways in which to involve parents in their children's learning and observational assessment. Children have a warm bond with the childminder. They are developing securely in her care in relation to their starting points. They demonstrate that they are learning the important skills to prepare them for the next stages in their learning.

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. It will be monitored and inspected within twelve months of the date of this 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		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	108073
Local authority	Windsor & Maidenhead
Inspection number	943555
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	29/04/2010
Telephone number	

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

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.

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.ofsted.gov.uk

© Crown copyright 2012

