

Inspection date

29/01/2013

Previous inspection date

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 1

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 interacts very well with children which enhances their language development.
- The childminder promotes children's well being exceptionally well and as a result children thrive.
- Children benefit from a variety of interesting experiences both in the home and on outings in the local community.
- The childminder keeps parents very well informed about children's experiences and also about the early years foundation stage and the activities which promote and encourage development.

It is not yet outstanding because

- Children do not always have opportunities to develop their understanding of the natural world through practical 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector read the provider self evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in Maidenhead, Berkshire. The whole of the childminder's house is used for childminding. There is easy access to the property and a secure garden is available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- Provide practical opportunities for children to develop awareness of the natural world. For example by searching for mini beasts and growing items.

Inspection judgements

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

The childminder encourages communication and language skills very effectively as she joins in with children's play. She provides a narrative to play; asks relevant questions; comments; models language and thinks out aloud. This all helps children to develop their language skills, to think and recall events and experiences. Action songs and stories all add to the effective communication and language experience for the children. The childminder recognises the uniqueness of each individual child. She effectively exchanges information with parents and as a result she understands each child very well. Through her warm caring nature she ensures the children feel comfortable and confident in her care enabling them to relax and benefit from the experiences she offers. She praises and encourages the children warmly enabling them to build their self-esteem. Outings in the local community enable them to meet with other adults and children and develop their social skills. Independence skills develop well in this warm nurturing environment where children are encouraged to learn to share, be kind and to look after the resources. The childminder is a good role model demonstrating calm, confident patience in all that she does. All aspects of physical development are encouraged through the many activities children undertake. Hand and eye coordination develops as children use crayons, cutlery and help to cut and prepare snacks. Children enjoy opportunities to develop their confidence at running, climbing and using wheeled toys in the garden and at local parks.

The childminder uses mathematical language routinely in her conversations with the children increasing awareness of quantity, shape, size and position. Consequently, children demonstrate increasing knowledge and understanding of these concepts. For example, the child recognises the shapes and comments on the quantity, and position of items whilst doing a collage. Children enjoy opportunities to use musical instruments and sing and dance as they do so. The childminder encourages action songs enabling the children to develop their language and be creative with their movements. The children enjoy baking activities and the many opportunities this provides to increase their skills across all areas of learning. They learn about the natural world from their outings where they talk about the weather. They recently played in the snow and a child recalled playing with lots of

leaves in the garden. Whilst children's interest in the natural world is encouraged it is not always supported by practical activities. For example, encouraging an interest in insects by undertaking a bug hunt.

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

Children's well-being is the childminder priority. Children feel extremely secure with the childminder. This is evident in their confident play and exploration of the play environment and their interactions with her. Children demonstrate increasing abilities to play cooperatively, be independent and make decisions. The childminder is very knowledgeable about the child's individual needs and adapts to them. She uses information from parents and her own observations of the children to ensure children enjoy a varied and interesting day. This includes time for mental stimulation, physical activity, and regular food and drink and rest times. This all contributes to the children's sense of happiness in the setting.

The childminder includes all children in the routine events of the day, talking to them about what she is doing and why. This makes every event a good learning opportunity. For example, she talks to them about what will happen next, helping to prepare them for a change in activity. When she is preparing lunch, she talks about what she is doing. When the toast accidentally burns, she confidently reassures the child. She explains what has happened, encouraging awareness of senses as they talk about the smell and look of the burnt toast and the sound of the smoke alarm.

Excellent use is made of the available space to enable children to play comfortably on the floor, at the table or to relax in the 'snuggle corner'. The 'snuggle' corner is equipped with cushions, blankets, soft toys and a lovely selection of books. Children frequently request the childminder to join them there where they share books and the childminder reads stories.

Excellent care is given to ensuring a healthy diet is offered, ensuring children enjoy a variety of foods and regular drinks. Comprehensive care is taken to understand individual dietary needs. Meat, fresh fruit and vegetables are provided in the daily menu in addition to milk and water to drink. Children demonstrate increasing independence in their toileting needs relevant to their age and the childminder patiently encourages and praises the child's achievements. Hygiene routines are encouraged through gentle reminders and through posters which act as reminders.

The childminder is vigilant about children's safety. Children are supervised very closely but also allowed to develop their skills and independence. Gentle reminders encourage children to think about safety. For example, the childminder talks to them about why they need to pick items up from the floor to prevent tripping and why it is not a good idea to stand on the chair.

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

Safeguarding information is clearly displayed for parents to see in this setting. The childminder has a good awareness of safeguarding and the action to be taken if she has concerns about a child in her care. She promotes children's safety and well-being in all that she does. Comprehensive risk assessments are in place, which covers all aspects of the setting and the outings they regularly undertake. She demonstrates an awareness of the need to review and adopt risk assessments as children's skills develop. The indoor and outdoor areas are secure, very well maintained and spotlessly clean.

The childminder has very strong relationships with parents. She values their knowledge and creates true partnerships, sharing information both verbally and through her records about the children's experiences and development. The childminder has provided comprehensive information to parents about the Early Years Foundation Stage enabling parents to also be well informed about experiences and activities that encourage the children's development. Parents comment very favourably on the progress their children make in the setting, the experiences they have and the range of activities offered.

The childminder reflects on her service effectively, adapts, and develops her service to meet the needs of those using it. She is knowledgeable in her role and keen to undertake further learning opportunities when possible. The childminder is knowledgeable about the requirements of registration. She is well organised and maintains all the required records and policies.

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. 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	EY401456
Local authority	Windsor & Maidenhead
Inspection number	809731
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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