

Inspection date	22/04/2014
Previous inspection date	27/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good because the childminder demonstrates an effective understanding of how to observe and assess for children's next steps. As a result, children are making good progress given their starting points.
- Children are developing strong bonds and attachments with the childminder and their peers. They make independent choices from a range of resources and they are cared for in a warm and friendly environment. Children are happy and settled.
- The childminder is very well organised and is reflective about her practice. She demonstrates a strong desire to learn and continually update her knowledge and skills in all areas relating to the care and learning of children.
- The childminder meets the safeguarding and welfare requirements and she demonstrates a secure understanding of how to safeguard children in her care. As a result, children learn about their personal safety and are well-protected.

It is not yet outstanding because

- There is room to strengthen partnerships with other settings that children attend to ensure there is a more complementary and consistent approach to the support they receive.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 1992. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult sons in Woodley, near Reading in Berkshire. The childminder uses the whole of the ground floor for childminding, sleep facilities are available upstairs. There is an enclosed garden for outside play. The childminder is currently caring for four children in the early years age group, on a part-time basis. The childminder also cares for a number of older children.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are robust communication links with all the early years settings that children attend, in order to further support children's good learning and development.

Inspection judgements

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

Teaching is effective and children are making good progress given their starting points. She gathers a range of information from parents about their child's interests and abilities before they begin to attend. Alongside the childminder's own initial observations, this shared approach helps to identify children's starting points. This also ensures that the childminder can quickly identify any gaps in learning and plan accordingly. This means that the childminder is able to plan a range of activities, which are linked to the observations she makes and she is able to promote all areas of learning. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage and is able to recognise the most purposeful next steps in children's learning and development. She regularly plans for these in order to challenge children and develop their skills in all areas of learning by capturing their individual interests and having fun. For example, older children bring their favourite playing cards from home and the childminder supports them to name the characters and match the teams. As a result, children are enthusiastically engaged and their progress is promoted across all areas of learning.

The overall quality of teaching is strong and children demonstrate the characteristics of effective learning as they think critically and explore ideas during play. There is an effective balance of adult-led and child-initiated activities and children take part in a broad range of interesting play opportunities indoors and outside. Children benefit from the time and attention the childminder devotes to their care and learning, as she participates in the activities, supporting their communication and language successfully. The childminder uses different activities and skilful questioning to encourage their speech. For example,

when they have their lunch, she encourages them talk about their favourite meals, what they have been doing with their parents and what they would like to do that afternoon. This encourages children to take turns to talk and listen to each other, which helps them to communicate confidently and clearly.

Children are effectively challenged and their school readiness is promoted well. For example, the childminder supports older children to take part in a treasure hunt around the community. They follow clues and write lists of shops they have been in as part of their hunt. This ensures that they can practise their early writing skills and learn that writing has a purpose. They take part in a wealth of indoor and outdoor experiences, such as weekly music and rhyme sessions at the local library, which enhances their physical development. Further trips to places of interest, such as local parks, museums, farms and the wildlife park enable children to enjoy learning in the wider environment; this promotes their growing understanding of the world around them. A well-organised, child accessible and inviting learning environment helps children to acquire the skills and dispositions required for the next stage in their learning.

There is a strong partnership with parents, as the childminder keeps them fully involved in their child's learning, via daily verbal exchanges and daily diaries. She gathers valuable information from parents about their children's learning at home, which helps to meet their individual needs. In addition, the childminder provides parents with written summaries, such as the progress check for two-year-old children, and this means that parents gain a more in-depth knowledge about children's achievements. As a result, good partnership working provides a consistent approach to children's learning and development overall.

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

Children are happy and settled in the childminder's home. They appear confident and are making strong bonds and attachments with the childminder and their peers. The childminder is supportive of children's needs and she demonstrates a genuine kindness towards them. She takes time to settle children when they first begin with her by encouraging them to get used to their new surroundings and routines before exploring groups and activities, outside the home. Her home is warm and welcoming and children have access to a wide range of stimulating resources, which are age and stage appropriate and support their independence as they make choices about their play. The childminder is a positive role model and provides a calm and caring environment. Children behave well; they learn to share, take turns and consider the needs of others as they play. Children are sensitively supported and are praised for both effort and achievement; therefore their self-esteem is effectively promoted.

The childminder supports opportunities for children to lead healthy lifestyle. Children are developing very good independence skills in their personal care needs. They understand the need for hand washing after visiting the toilet and before snack and meal times. She provides a range of balanced and nutritious snacks and meals to support children's understanding of a healthy lifestyle. They have good opportunities to enjoy fresh air and

exercise as they regularly use the garden and they attend a range of outside activities and play groups. Children's awareness for their personal safety is well supported because the childminder uses day-to-day opportunities to discuss and talk about this. For example, on the walk to and from school she teaches children about the importance of crossing the roads safely. They regularly practise fire drills and children confidently discuss what they would do in the event of a fire.

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

Children are effectively safeguarded and the childminder demonstrates a good knowledge and understanding of the safeguarding and welfare requirements. She has undertaken additional safeguarding training to further develop her understanding and she protects children in her care well. The childminder has a written safeguarding procedure, which she updates regularly and ensures that parents are aware of the procedure she follows in the event of a concern being raised. The required Disclosure and Barring Service checks have been completed on family members and regular risk assessments are completed to ensure that children's safety is fully promoted. Comprehensive written policies and procedures are in place. These are reviewed regularly to ensure that all information is accurate and in line with the latest guidelines.

The childminder regularly monitors and evaluates her setting to ensure that children's learning and development is continually promoted. She evaluates activities that children take part in alongside the observations she makes and uses these with children's next steps when planning future activities. The childminder has attended a wide range of training, which she has identified herself through self-evaluation to improve her practice and children continually benefit from this. For example, the childminder has almost completed a level 3 qualification in childcare and feels that the information gained through this training has supported her knowledge and understanding of how children learn and develop. This means that the childminder's training and development impacts positively on children's learning. As a result, children are consistently reaching expected levels of development. The childminder regularly encourages parents and children to share their views of her setting through verbal communication, daily diaries and the sharing of learning journals. This means that there is an ongoing contribution which supports her drive for continuous improvement. Action points set at a previous inspection have been fully met.

Partnerships with parents are good because the childminder has encouraged this through regular discussions and opportunities to share information to support children overall. This supports children's feelings of security well and gives parents the confidence in knowing that their children are happy. Partnerships with other providers delivering the Statutory framework for the Early Years Foundation Stage are developing. The childminder communicates with staff at the local primary school where she collects children from to discuss their day. However this is generally linked to children's well-being, such as health or behaviour with less of a focus on specific targets for 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	148523
Local authority	Wokingham
Inspection number	918086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	27/11/2012
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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