

Inspection date	27/11/2012
Previous inspection date	30/09/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children enjoy a welcoming and caring environment. Their welfare is promoted through many positive practices and procedures, which help to ensure that all individual children are fully considered, valued and kept safe.
- The childminder works well with parents and sound partnerships are in place with other settings.
- The childminder supports children's personal, social and emotional development well. She encourages children to learn together and from each other, to develop positive relationships and supports children's independence skills.
- The childminder demonstrates that she has the capacity to continuously develop her practice for the benefit of the children.

It is not yet good because

- The childminder is less secure in making extensive use of planned and unplanned opportunities to enhance children's learning and identify challenging next steps and experiences for children's future development.
- Children have fewer opportunities to explore a range of different media, musical instruments, technology, a wide range of books and building materials.
- The childminder is not fully secure in the systems for gathering and developing knowledge and expertise from parents. Parents have yet to be encouraged to fully contribute to their child's learning and development.

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 activities in the main room.
The inspector looked at children's learning journeys, planning documentation, the
- childminder's self-evaluation form and sampled a selection of policies and children's records.
- The inspector took account of the views of parents' from information included in parent references.

Inspector

Anneliese Fox-Jones

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 family has a cat. The childminder is currently caring for four children

in the early years age group, on a part-time basis. The childminder also cares for children outside of the early years age group. She takes children to local parks and toddler groups. The childminder walks to local schools and nurseries to take and collect children.

What the setting needs to do to improve further

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

- improve the systems to plan and provide a more suitable range of activities for children, which are a) appropriate to the individual needs, interests and stage of development of each child and b) use this information to plan challenging next steps and experiences for each child in all seven areas of learning.
- develop the educational programmes for physical development, understanding the world and communication and language by providing a) stimulating resources to promote learning crucial for children's curiosity, b) a wide range of books and resources which represent children's diverse backgrounds, c) a range of resources for children to explore sensory, musical, technology and building experiences.

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

- build on the system for sharing information with parents to help them to support, contribute and extend their child's learning and development

Inspection judgements

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

Children are happy and familiar in the childminder's care. They settle quickly and enjoy a selection of activities which support most aspects of their learning. The childminder is continuously developing her knowledge and understanding of the learning and development requirements. She maintains a record of observations, using photographs and written evidence, about what children are doing. However, these have yet to be fully assessed to consistently monitor children's progress and identify the next step in their learning journey. The childminder understands that this system will enable her to effectively produce the assessment check of two year olds.

The childminder generally supports the promotion of children's communication and language skills. She talks to younger children calmly and responds well to their attempts to vocalise, repeating back their answers. Through generally sound interactions, she increases children's awareness of different concepts, such as basic counting, colours and

new words during their chosen activities. The childminder provides support and praise to confirm children's achievements. She develops close relationships with the children and as a result they gain much self-confidence. Regular visits to various groups further promote children's learning and also enhance opportunities to develop their social skills. Children experience activities which promote some learning across the seven areas of learning. However, there are fewer opportunities and resources to promote children's curiosity and for them to have various sensory experiences. For example, a wide range of books, technology, various materials and building equipment. Nonetheless, children have fun playing with the toy cars and fire engines. They delight in making the sounds and race them around the floor area. Children enjoy looking at dinosaur books and younger children delight in pressing the buttons to hear the different sounds that they make. The childminder supports children to develop their physical skills. She broadens their experiences by taking the children on regular walks where they enjoy listening to sounds and collecting items of interest. Overall, children are content and enjoy their time with the childminder. The childminder joins in with children at appropriate times to support their play. This effectively promotes children's development of future skills and generally prepares them for the next stage in their learning.

The childminder gains relevant information from parents at the beginning of an arrangement to ensure she provides appropriate and consistent care. She provides parents with feedback about their children through photographs, discussions, daily diaries and access to the children's observation records. However, systems for collecting and updating developmental information from parents are less well embedded. This means parents are not always enabled to fully contribute to their child's continuous learning and development records.

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

Children's welfare, care and safety are soundly promoted. The childminder spends her time with the children, supporting and encouraging them so that they feel valued and included. The environment in which children are cared for is secure. Children are kept safe through close supervision and basic assessments are carried out within the home. Children behave well; they gain confidence and self-esteem as they are frequently praised. Respectful behaviour and caring attitudes are reinforced and strategies for managing children's behaviour are appropriate for the children's level of understanding. For example, they learn to share toys and take turns and develop social skills.

A small selection of resources is easily accessible, and at times this means children's choices are limited. Nonetheless, younger children are generally interested in what is available and show curiosity in how things work. For example, they recognise the purpose of scissors and attempt to cut paper using both hands to open and close the scissors. Children develop basic skills for the future through play and daily routines. For example, they share books and experiment with pens and crayons. Children benefit from many outdoor activities, such as different walks around the surrounding areas. These enable children to challenge their physical skills using different equipment and natural resources.

The childminder understands the importance of encouraging children to adopt a healthy lifestyle. Although the parents provide one of the children's main meals, the childminder supplies all other meals and snacks. A variety of fresh food is offered and drinking water is readily available. The childminder talks to the children about the importance of cleanliness, particularly in relation to washing their hands at appropriate times during the day.

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

The childminder understands her obligation to meet the learning and development requirements of the Early Years Foundation Stage. She has attended training to learn about the reformed requirements. She also gains information about the requirements through accessing information and advice, for example, she uses contacts within the local authority early years team. This enables her to develop her general understanding of the requirements. The childminder recognises the importance of continuously developing her practice to improve outcomes for children. She undertakes sound self-evaluation processes and recognises where there are areas for further development. She has met the actions and recommendations made at her last inspection.

Children are safeguarded by the childminder's sound knowledge of her role and responsibility in safeguarding children. She has recently updated her safeguarding children knowledge to support her procedures. Children's safety is important to the childminder. She ensures her premises are safe and secure and ensures all obvious hazards are eliminated.

The childminder has effective links in place with other settings children attend. This enables her to work closely with them. The childminder develops a three-way flow of information between herself, the staff at school and the parents. As a result, there is continuity in meeting children's needs. The childminder works well in partnership with parents and provides sound information about her service and their children. Written comments made by parents' state that the childminder provides a caring and stable environment in which children are well supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	148523
Local authority	Wokingham
Inspection number	814145

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	30/09/2010
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 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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Piccadilly Gate
Store St
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M1 2WD

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