

Inspection date	23/09/2014
Previous inspection date	22/09/2010

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 requires improvement

- Children enjoy warm and caring relationships with the childminder and show, through their play and interaction, that they feel safe and secure.
- Children are gaining confidence in using language because they share conversations with the childminder as they play.
- The childminder demonstrates a sound knowledge and understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in a secure environment.

It is not yet good because

- The childminder does not promote all areas of children's learning equally well, as she does not encourage them to look at books to develop their early literacy skills.
- Children receive few opportunities to take part in activities, discussions or to use resources which help them to learn about diversity in society.

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 spent time observing the childminder with children in the main play room and the kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband in Wokingham, Berkshire. The childminder uses the ground floor of the house for childminding. An enclosed rear garden is available for outside play. The childminder makes use of local facilities such as parks and toddler groups. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding four children, who are within the early years age range, on a part time basis.

What the setting needs to do to improve further

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

- provide a rich and varied educational programme that promotes all areas of children's learning and development well

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

- extend the support for children to learn about the lives, beliefs and customs of others in the community and wider world.

Inspection judgements

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

The childminder has a satisfactory understanding of the Early Years Foundation Stage and how to promote learning and development. Children enjoy their time in the childminder's care. She interacts well with them to promote their confidence, independence and communication skills. She generally encourages children to be curious as they play. She gives them time to think and talk, and supports their interests over time. This shows that the quality of teaching is satisfactory, and generally supports children to become early learners. The childminder follows children's lead as they initiate their own play. She teaches them new vocabulary as she repeats basic words and talks about what they are doing. Children learn to communicate appropriately as they ask for help, for example, when building a train track. This supports them to make connections as they use problem solving skills to match and rearrange shapes to fit together. The childminder completes the required progress check for two-year-old children with parents. This helps her to plan for the next stage in children's learning and to identify areas where children may require further support.

Children are developing suitable learning skills as they freely choose toys that reflect their

current interest. The atmosphere is calm and they demonstrate their natural curiosity as they independently move around and explore the resources that are available to them. The childminder fosters children's mathematical skills appropriately. For example, they count beads on the abacus. In addition, the childminder promotes children's understanding as she talks about the colours and sizes of cars and trains. The childminder reinforces children's learning through conversations as they play. For example, during a threading activity with wooden shaped blocks, she asks children to identify the shapes and colours before threading them onto the string. However, there are few opportunities for children to choose books independently during their play because the childminder stores these in a high cupboard. This does not support children to develop their interest in books or consistently promote their early literacy skills. The childminder ensures children take part in daily outdoor activities to support their physical development. In the garden and local parks children use a range of equipment to support their balance and coordination. They also enjoy daily outings where they visit the shops or walk to collect older children from the local school.

The childminder undertakes observations of children as they play and uses these to plan suitable learning goals based on their individual interests. Each child has their own learning folder containing examples of their work, some observations and photographs as evidence of learning. Parents have access to this information, which keeps them informed of their child's progress. This helps parents to continue their child's learning at home.

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

Children play and learn in a homely and welcoming environment where they are happy and have close bonds with the childminder. The childminder collects information from parents about children's individual routines and care needs. This provides enables her to provide reassurance and support their self-esteem and emotional well-being. Children respond well to the childminder's happy and calm manner. The childminder fosters their personal, social and emotional development effectively. Children learn about the house rules and focus on caring, sharing, being kind and staying safe. The childminder praises their efforts and achievements with praise, hugs and smiles, and manages their behaviour positively and consistently. She spends time talking and listening to the children. As a result, they each benefit from plenty of individual attention. The childminder asks questions that encourage children to think for themselves. This helps them to develop confidence to form their own views and opinions.

Children enjoy the freedom they receive to explore the play environment freely and safely. Resources and equipment are maintained in good condition and, other than books, are generally available for children to select independently. However, children have few opportunities to explore resources which promote positive images of diversity. This does not support to learn about, or consider, the lives and traditions of others in their local community and the wider world.

The childminder promotes children's health and safety appropriately. She talks to them about road safety while on outings. This helps children learn about how to keep

themselves safe. The childminder also teaches them about healthy lifestyles including personal hygiene and the importance of a regular exercise. Nutritious snacks and lunches also help to promote children's good health.

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

The childminder has an appropriate knowledge and understanding of her responsibilities relating to the safeguarding and welfare requirements. This helps to keep children safe and promotes their welfare. This childminder understands the signs that indicate a child may be at risk of harm and is aware of the appropriate procedure to follow. She is also aware to notify Ofsted of any significant events which affect children's well-being. The childminder conducts regular risk assessments for her home and of outings to help protect children.

The childminder demonstrates a commitment to continuous improvement and to developing her knowledge and skills, for example, she has completed child protection training. The childminder generally understands the need to evaluate her practice. She seeks and welcomes advice and support from other professionals, and implements suggested changes to improve her practice. The childminder also values feedback from parents, who speak positively about the care their children receive.

Overall, the childminder provides sufficient play opportunities to help children make satisfactory progress in their learning and development. However, her educational programme does not have depth and breadth across the seven areas of learning. Nonetheless, children benefit from many opportunities to engage in local group activities and visit various local facilities. The childminder uses these outings to encourage children to mix with others and develop their social skills. In addition, they attend different groups where they can access resources which the childminder does not have in her home, for example, paints and soft malleable materials.

The childminder has effective partnerships with parents, supporting children's care, welfare and overall development effectively. She spends time at the end of the day talking with them about their child's experiences. These daily discussions ensure parents are able to share their views and keep them informed about what their child has achieved during the day. Parents state that children are happy and they are pleased with the care they receive by the childminder. They further state that the childminder is 'reliable and warm', they like the home cooked meals included and 'would not hesitate in recommending her'. The childminder also understands the importance of working with other early years providers and schools to help prepare children to move forward 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	148542
Local authority	Wokingham
Inspection number	978417
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	22/09/2010
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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