

Inspection date	27 January 2015
Previous inspection date	13 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy in the care of the childminder and are completely at ease in the homely environment she provides.
- The childminder is a positive role model. Children follow her good example and are extremely well-mannered, helpful and considerate to one another.
- Healthy eating is promoted by the provision of fruit at snack time and nutritious meals at lunch and teatime.
- Children experiment with different ways of using resources and the childminder supports this active learning by joining in. This shows she has a good understanding of how young children learn and how to teach them.
- The childminder continually look for ways to extend the choice of challenging activities for children and encourages them to speculate and test ideas through trial and error.
- The childminder has a good understanding of how to deliver a high quality childcare service. This is reflected in the detailed and comprehensive policies that underpin her work.

It is not yet outstanding because:

- The childminder does not use all opportunities to encourage parents to share details of their child's progress at home to plan a consistent approach to supporting learning.

What the setting needs to do to improve further

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

- strengthen the two-way sharing of information with parents in order to support learning at home and to inform planning for children's future learning.

Inspection activities

- The inspector spent time observing children and their activities and routines.
- The inspector observed the childminder interacting with the children.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector gained the views of parents through written feedback.

Inspector

Kim Andrews

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children develop positive attitudes to their learning because the childminder provides a varied and broad curriculum, indoors and outdoors. This means that children are highly engaged and keen to learn. The childminder enriches communication with children during activities and routine times. She motivates them with exciting activities. For example, while making bird cake, children enjoyed weighing and measuring ingredients accurately. They chose tools and resources, and talked about what they are doing with the childminder. The childminder knows children well and plans activities they enjoy and that offer appropriate challenge. However, she is not fully effective in building a precise picture of children's learning at home to encourage a fully consistent approach to learning with their parents.

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

The childminder is exceptionally skilled in providing an environment that helps children develop secure emotional attachments. She is nurturing and sensitive to children's needs. As a result, they are very relaxed and show a strong sense of warmth towards her. The childminder enhances children's learning during routines by high quality discussions. For example, she actively teaches children how to wash their hands, discussing why it is important to have individual hand towels for hygiene. The childminder's high expectations, tailored support and precise challenge significantly contribute to children becoming independent in self-care. As a result, children are highly independent for their ages. The childminder has established exceedingly positive relationships with the children that focus on mutual respect. Therefore, they are very responsive to her reminders and prompts. She is an excellent role model and frequently uses praise to reinforce achievements and good behaviour. Consequently, children have high levels of self-esteem.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage, ensuring safeguarding and welfare requirements are met well. She has completed relevant child protection training and knows what to do if she has concerns. The childminder has thorough, clear procedures and conducts daily checks on the environment to ensure that hazards are minimised. This enables children to learn and play safely. The childminder understands how to work with external agencies to support children's development if needed. She values her positive relationships with parents. She speaks with them regularly about their child's care routines and well-being, and involves them in completing the required progress check when their child is two years old. The childminder supports children's future learning as she shares information with schools when children prepare to move on.

Setting details

Unique reference number	510212
Local authority	West Berkshire (Newbury)
Inspection number	842334
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	13 May 2009
Telephone number	

The childminder registered in 1992. She lives with her husband and two children in Burghfield Common, near Reading, Berkshire. The downstairs rooms are used for childminding, with sleeping facilities upstairs.

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