

Inspection date	01/07/2014
Previous inspection date	03/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder sets out her home attractively to appeal to children and the very good resources enable children to initiate their own learning as they play.
- The childminder has an excellent knowledge of how children learn and provides rich varied and unique educational programmes, with consistent and precise assessment for individual children.
- All children are treated by the childminder with great warmth, fun and affection. They feel exceptionally safe and secure because of the extremely close relationship they have with her.
- Children develop excellent future habits as the childminder promotes a healthy lifestyle and children are active indoors and outside.
- The childminder is genuinely committed to the ongoing development of her service and her own professional development. She makes excellent use of training opportunities and highly values feedback from children, parents and outside agencies to develop areas of her practice.

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 jointly observed play and learning opportunities for the children with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability.
- The inspector took account of the views of parents from completed references and through questionnaires requested by the childminder.

Inspector

Susan May

Full report

Information about the setting

The childminder registered in 1986. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and three children in Calcot, Reading in Berkshire. The whole of the ground floor of the house is used for childminding with a bedroom available on the first floor for sleeping. There is an enclosed garden for outside play. The family has a cat. The childminder is able to take and collect children from local pre-schools and schools.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary part of the Childcare Register. She is currently caring for four children in the early years age range. The childminder also cares for older children.

What the setting needs to do to improve further

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

- enhance opportunities for parents to share the learning experiences between the home and setting, such as by offering further suggestions on topics and themes to enable parents to complement the learning from home.

Inspection judgements

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

The childminder demonstrates a thorough and secure understanding of the learning and development requirements of the Early Years Foundation Stage. This knowledge, combined with an excellent understanding of how children learn, enables her to provide rich and varied educational programmes for children of all ages. The quality of teaching is consistently very good. Consequently, children make excellent progress in their learning and development from their starting points. Initial information from parents and the childminder's own observations help ensure she knows the children extremely well and plans their next steps to include their preferred activities and their learning styles. For example, she provides many outdoor learning opportunities for children who enjoy physical play such as counting games. She effectively supports their learning as she has an excellent understanding of their stage of development and the progress each of them is making. This information is used to plan activities, which are unique and based on children's individual interests and next steps. As a result, children are extremely active in their learning and make excellent progress towards the early learning goals in preparation for starting school. Children are curious and eager learners, who benefit from the skilful techniques the childminder uses to question, extend and challenge their thinking and learning.

Children's communication skills are highly supported by the childminder. Older children use complete sentences, are incredibly articulate and use a varied vocabulary. They are confident to ask questions and extend their language skills through the ongoing conversations with the childminder. For example, they go into great detail as they play hospitals, describe a 'patient's' symptoms, treatment they intend to give and use the correct terminology for the equipment they are using. They correctly use words such as stethoscope, syringes and bandages as the childminder incorporates them into the conversation. Children have clearly developed their interest in letters and the childminder successfully supports them to spell out their name on the 'patient's' report they are writing. They recognise letters and numbers as they read the chart in the optician's corner, correctly identify many letters and random numbers from one to 10. The childminder provides resources such as books and labelling throughout, such as admissions, waiting room and medicine, all relating to the hospital theme. This further supports children's excellent literacy skills in a fun way. The childminder is also highly effective at supporting those who are developing their early communication skills. She is calm and patient and spends time naming objects and repeating words and simple sentences to younger children. All conversations with younger children are respected as she carefully listens to them and responds appropriately. This supports children's self-esteem and results in children being extremely confident in her care.

Children are developing an excellent understanding of numbers and mathematical concepts. They confidently count out the pieces of fruit they have cut up for snack and can see at a glance how many beanbags they have thrown into the hoops outdoors. The childminder maximises their understanding of mathematical language as she introduces words such as under, over and through into their play. The childminder encourages children to identify colours and name shapes as they play and in everyday events. For example, they cut up their toast into shapes naming triangles and squares.

Children learn about the world around them through planned activities and everyday events. For example, as they play with small world people they talk about the differences they can see; how some of the children need a wheelchair to move around and how a very old person can only walk very slowly. The childminder encourages the children to think about what this could mean and to think about the things they can do that others may not be able to, thus raising their understanding of others. Children regularly attend groups and meet up with other childminders and their children at organised activities. These regular planned events help children socialise and begin to find out about other cultures, different communities and traditions. The childminder teaches children about the natural environment through fun planned activities. For example, they plant and care for vegetables such as tomatoes and remind the childminder that they need water every day to grow.

Children are highly independent throughout the day. They make confident choices about what snack and lunch they would like and what activities they would like to do. Children try hard to complete activities for themselves but are clear about when they need help from the childminder. For example, after several unsuccessful attempts they request the childminder shows them what they need to do to suck the water up into the large syringe they are playing with in the water tray.

The childminder has an excellent understanding of how young children communicate and follows their visual cues very well. This allows her to follow children's lead in selecting the activities they want. In addition a photo book of all the toys and resources enables young children or those who may not be able to communicate easily make choices about what they want to play with. Children have many opportunities to develop their physical skills both indoors and outside. Time spent in the garden playing with an extensive range of equipment, walks to local parks and outings provide children with opportunities to explore a range of environments. Indoors, they move around freely, handle small objects and tools and use everyday technology in their play. The childminder supports younger children's physical development very well, for example, planning additional time to collect children from school so that a toddler is able to walk some of the way.

The childminder has established effective relationships with parents as they share relevant information to ensure children's individual needs are being met. This includes the progress record for children aged two. The childminder provides verbal and written feedback which ensures parents are well informed about children's learning and development. Parents are involved in their children's learning as they often provide resources to support the learning at the setting. However, opportunities for parents to complement and share the learning at home through ideas and suggestions from the childminder about topics and themes are not always consistently given.

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

The childminder and children have formed an excellent relationship that is demonstrated as they move happily around the stimulating environment. Children are confident and secure in the knowledge they are valued and respected. They are curious about visitors and readily and eagerly tell them about the tasks they are occupied in. Children develop a sense of belonging as they see pictures of themselves and their artwork displayed. As a result they feel valued, which promotes their self-esteem and builds their confidence in exploring and trying new challenges. Children may select where and with what they want to play and move purposefully to the activities of their choice. Children initiate their own learning as they extend their play and explore the wide range of exciting, and challenging resources that are immensely appealing to them. The childminder recognises that each child is unique and has an excellent understanding that each child has an individual learning style. To cater for each child's needs she provides an environment that appeals to their interests both indoors and outside. All areas are bright and attractive with well-maintained, easily accessible age-appropriate toys and resources. For example, babies lay on comfortable mats in an area where their senses are stimulated through a range of sensory equipment that is easily accessible to them.

Children begin to demonstrate an understanding of keeping themselves and others safe; for example, during their hospital play they answer a call about someone who has hurt themselves. With no prompting children say they will need to dial 999 and call for an ambulance; one child repeats their address so that the ambulance will know where to go. They also talk about calling the police and tell the childminder policemen help to keep them safe. They are considerate and respectful of each other, such as including the young

baby in their play as they gently offer him toys to hold. The childminder has high expectations of behaviour and children behave extremely well. For example, they consider how to solve differences between themselves as they take it in turns to share the balls outside. The childminder praises children frequently and they in turn are eager to please. They help tidy away, want to help with the preparation of their snack and lunch and show care and respect for the toys they are playing with and each other. Children are extremely polite both to the childminder and each other as they say please and thank you, demonstrating the caring relationships they enjoy. Children develop an extremely good understanding of their own self-care and the importance of good health as they talk about what they are eating and enjoy social occasions when they sit together to eat. They discuss good hygiene as they know to wash their hands before snack to get rid of any germs that might give them tummy ache. Good hygiene practices are reinforced through hand washing posters in the bathroom and through singing a hand washing song. The childminder fosters children's sense of community, care and responsibility as they regularly meet up with others and attend groups within the local community. They find out about the local area as they visit local shops and collect children from schools.

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

The exceptional organisation, comprehensive policies, procedures and risk assessments the childminder follows help ensure children's safety and well-being at all times. She is fully aware of her responsibility in keeping children safe and regularly completes safeguarding children's courses to update her knowledge. All children's documentation and records are kept up to date and professionally maintained with all the required parental consents and information in place. These include parental contracts and permission from parents to seek emergency medical treatment as recommended at the last inspection.

Children are happy, relaxed and confident and the childminder promotes their learning exceptionally well through effective monitoring and assessment. She knows each child extremely well and takes into account any specific needs, interests and stage of development. This ensures the needs of each child are met. The childminder deploys herself extremely effectively to ensure all children receive high levels of individual care and attention. She has a positive attitude to equality and diversity as she recognises each child as a unique individual. The childminder has a thorough knowledge of each child's background and family circumstances. Consequently, all children are fully supported.

The childminder establishes outstanding relationships with external agencies and other providers. For example, she is proactive in linking with the local schools, requesting that she spend time in the reception class so that she has a clear understanding of the expectations for children. This enables her to help prepare children emotionally and physically for change and the next stage in their learning. Parents are requested to give feedback and demonstrate how happy they are with the care and learning their children receive. They make comments such as 'the childminder is professional, loving and caring'. 'The care is of a very high standard' and 'children enjoy age-related and educational experiences'. Parents receive a comprehensive range of information about the service and

the childminder shares information about how she implements the Early Years Foundation Stage. Ongoing verbal discussions, learning journals and daily diaries provide further details of children's daily welfare and progress.

The childminder is an experienced childcare practitioner. She recognises the strengths and weaknesses of her setting and continually strives to improve further. For example, since the last inspection she has achieved a recognised childcare qualification and completed several training courses to update her knowledge. She works effectively with outside agencies and is part of a support childminding group who meet regularly to provide new and exciting challenges for children. This demonstrates the childminder's clear commitment to continually move her practice forward to help promote excellent outcomes for children.

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
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	510220
Local authority	West Berkshire (Newbury)
Inspection number	842337
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	03/06/2009
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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