

Inspection date	13/01/2015
Previous inspection date	13/01/2009

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

- The childminder provides a range of interesting activities that children enjoy and helps them make good progress in their learning and development.
- Children have a good relationship with the childminder through her caring approach. This helps them to feel settled and safe with her.
- The childminder promotes positive behaviour with the children using praise. This helps to increase their self-esteem.
- The childminder provides a safe environment for children to play in her home and garden.

It is not yet outstanding because

- Parents can share children's achievements from home onto an electronic online system. However, not all parents can access this system to ensure a more consistently shared approach to all children'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
- 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 observed activities indoors.
- The inspector talked with the childminder at convenient times.
- The inspector looked at children's learning and development records.
- The inspector sampled relevant documentation, including some policies and procedures.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2001. She lives with her husband and child in Caversham Park Village, near Reading. The whole of the ground floor is used for childminding and is easily accessible. Bathroom and sleeping facilities are on the first floor. The garden area can be made secure for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll, of whom three are in the early years age range. The childminder is prepared to take and collect children from local schools and pre-schools. The family has a dog and 2 rabbits.

What the setting needs to do to improve further

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

- improve ways for parents to share their children's achievements from home to provide a more shared approach to their learning and development.

Inspection judgements

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

The childminder interacts well with the children as they play, encouraging their developing language. She speaks words correctly for them so they learn the correct way to pronounce words. She plans activities that interest children and encourages the children to use their own ideas to develop a planned activity. For example, children changed a baking activity to explore the sensory feeling of fruit, flour and dough. The childminder gave the children spoons to fill containers with flours. The childminder was skillful in interacting with the children encouraging them to talk about more or less, and to count as they filled containers and used measuring scales to weigh items. This all helps children to develop their understanding of mathematical concepts. This also helps younger children to learn how to use utensils and pour use cups in preparation for meal times. Children enjoy action songs and are keen to ask for their favourite songs to sing. This encourages children to learn to be confident to express themselves. Children learn to move and coordinate their body movements to music. The children enjoyed role play as they played shopping games. The children have regular local walks. The childminder uses these opportunities to help children to learn about nature and wildlife. She encourages them to learn about the different seasons, reinforcing this as they go out and about. Consequently, children learn about the world around them naturally while out walking. The childminder uses daily opportunities to help children to learn about shapes as they make circles. The childminder and her assistant promotes children's early writing skills as they write the children's names in the flour and then encourage children trace their fingers over the shapes.

The childminder completes observations and assessments on the children as they play and uses these to support her planning, and to identify children's next steps for learning. The childminder uses an electronic online system to record observations and assessments, and parents can access these for themselves to upload achievements from home. However, the childminder does not use every approach to encourage those parents who do not use the online system to share their child's achievements to consistently promote a joined-up approach to children's learning. The childminder takes children on outings to local playgroups. This gives them the opportunities to try different activities, and helps their social skills as they make new friends. The childminder discussed they celebrate different festivals throughout the year. This helps children to learn about their local community and to gain an understanding of the wider world and diversity.

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

The childminder promotes children's health and safety well. She helps children to learn to keep themselves safe, for example, by tidying up after themselves. The childminder teaches children to keep each other safe as they play and she closes safety gates after use. She teaches the children to be mindful of each other and care for each other. During outings, children learn to be safe when they are out walking, such as holding hands. The childminder practises the fire drill with the children so they are familiar with the procedures to follow in the event of an emergency.

Children become familiar with the daily routines. They know that they must wash their hands before meal times and confidently do this. The childminder provides healthy snacks and meals. She uses meal times to teach children good manners and social skills. Children develop their personal independence skills as they are helped to pour their own drinks, and eat their lunch using cutlery. The childminder reminds them to share toys and take turns as they play. She provides children with constant praise and encouragement for their achievement. As a consequence, children are generally well behaved. The childminder uses positive strategies and is sensitive when managing any behavioural outbursts. The children respond well to her strategies. For example, when it is time to tidy up, she encourages them with praise and rewards. This helps children to gradually learn to take responsibility and prepares them for future learning. Children take daily walks, such as visits to local parks. This gives them opportunities to run, jump and to be physically active.

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

The childminder has a secure understanding of how children learn through play. She uses her observations and assessments to plan and support children's individual interests, while promoting flexibility for child-led play. The childminder is vigilant and ensure the children are supervised at all times. She carries out precautions in the home to provide a safe environment, such as completing daily safety checks of the premises. The childminder has completed safeguarding training to secure her knowledge of the procedures to follow should she have a concern about the welfare of a child. She has completed safeguarding

training to secure her knowledge of the procedures to follow should she have a concern about the welfare of a child.

The childminder is able to demonstrate she can work with other early years providers, for example sharing information with other nurseries that children have attended or may attend. The childminder has good communication with parents. She keeps them well-informed through daily discussions about their child's day. She works with parents effectively to meet children's individual routines, which helps them feel secure and provides continuity of care. The childminder has received positive feedback from parents who are happy with the care she provides. The childminder maintains the required documentation, for instance she keeps an accurate record of children's attendance. She has policies and procedures in place that she shares with parents so they are clear of the procedures she uses to inform her practice. The childminder evaluates her practice to identify her strengths and areas for improvement. She is keen to undertake further training to improve her knowledge on caring for children and supporting them in their learning and development. The childminder evaluates the activities she provides for children to see if they are making good progress from their starting points.

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	EY220911
Local authority	Reading
Inspection number	842578
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	13/01/2009
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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