

Inspection date	26/03/2013
Previous inspection date	14/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		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 are happy, motivated and eager to learn as the childminder provides them with a range of exciting activities and experiences. As a result they are making good progress in their learning and development.
- Children benefit from the calm, warm and caring relationship that clearly exists between them and the childminder.
- The dedicated playroom is well equipped with an abundant range of accessible toys that meet children's individual needs and current interests.
- The childminder builds effective partnerships with parents and others to meet each child's care, learning and development needs.

It is not yet good because

- the childminder has breached a legal requirement regarding the numbers of children in her care, which means their safety is not fully promoted
- the childminder has not created an environment rich in print, to maximise the children's understanding that words have meaning.

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 the childminder, her assistant and the children at play inside.
- The inspector used a range of documentary evidence including the observations made on children and the childminder's records as evidence.
- The inspector also took into account the views of parents by reading the references provided by them.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and family in Wokingham, Berkshire. The childminder's adult daughter is also her assistant. The childminder uses the whole of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as toddler groups, libraries and parks. The childminder can take children to and collect them from local schools. The family has a rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently looking after a total of four children, who are in the early years age range, on a full and 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:

- make sure adult and child ratios are met at all times to ensure children's safety.

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

- increase opportunities for children to learn about words and to see print used in a variety of ways in the environment, for example, by labelling resources.

Inspection judgements

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

Children benefit from a well-presented, child orientated and calm learning environment. The childminder is very aware of each child's individual needs, abilities and preferences. She effectively uses this knowledge to provide children with a variety of activities, experiences and resources. As a result, children learn and develop while they play and are making good progress in their early learning. The childminder is very caring and she supports and interacts well with the children while they play. For example, she sits on the floor with the children helping them to find the correct pieces of the puzzle. She also uses this opportunity to develop and extend children's understanding of colour, shape and size.

Children are developing their early communication and language skills well. For example, the childminder continually talks to them, asks questions while they play and uses puppets when telling stories. Children enthusiastically respond to their questions such as naming

the animals they see in the books and the noises they make. Children can readily access a range of books independently which helps them to begin to develop their interest in pictures and words. However, the environment is not yet rich in labels and signs to fully encourage children's learning and curiosity about words. Children's mathematical understanding is promoted well through daily routines, activities and experiences. For example, cooking cakes enables children to experience quantity and weight. Younger children thoroughly enjoy counting the biscuits they have made and the number of toys in the box. The outdoor environment is used well to promote children's understanding of nature and the environment. Children enjoy their visits to the farm and use a magnifying glass to look at the bugs they find on their walks.

Children celebrate forthcoming events in a variety of ways. For example, they readily design and make Easter cards, rabbits and eggs. This activity also helps them to develop their creative and physical skills as they use a range of tools, glue, crayons and materials. Children have many opportunities to mix and socialise with others. They attend toddler groups and meet up with other childminders and their children. These visits also enable them to meet other children, try new toys and develop their confidence. Children are beginning to be aware of the lives of others and different cultures. This is because they celebrate a range of festivals and eagerly prepare and try foods from other parts of the world.

The childminder completes regular observations on the children and she confidently uses the Development Matters in the Early Years Foundation Stage guidance document. This helps her to identify where children are in their learning and plan for their next step. The childminder also uses this information to help her complete the progress check for children aged two years, which includes parent's comments. This shared learning helps ensure that children's next steps are supported consistently. As a consequence, children develop the skills and attitudes they need to move on to the next stage of their learning and eventually to school. The childminder develops partnerships with other settings the children attend. For example by going with parents and their children to visit the next setting their child is moving onto. This enables her to share information and provide consistency in children's care and learning.

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

The childminder has a very caring, nurturing and warm manner. She has an inclusive approach and welcomes all children and their families into her home. As a result, children feel happy, settled and safe in her care, which also means they become prepared for future changes, such as going to school. They thoroughly enjoy their time with the childminder and her assistant. They spontaneously approach them both for hugs and cuddles. Children behave well in response to the childminder's clear expectations. They learn the importance of sharing and taking turns through the use of an effective sticker reward system. The childminder is a good role model as she offers continuous praise and encouragement. This helps children to develop their confidence and self-esteem.

The childminder's home is well organised with a range of good quality toys and resources.

These are readily available for children to make independent choices in the very child-orientated playroom. They develop a sense of belonging and achievement as their art work is attractively displayed in the playroom. Overall, children are kept safe in the home as the childminder completes a range of risk assessments and safety checks before they arrive. However, lapses in the risk assessment of outings prior to the inspection meant that the childminder was not fully promoting children's safety. Children regularly participate in the emergency evacuation procedures with the childminder and her assistant. This helps them to be aware of the steps to take in an emergency. The childminder provides opportunities for physical play through well planned indoor and outdoor activities. For example, children regularly visit a soft play centre where they can practise skills such as balancing, climbing and crawling.

Children show an understanding of the importance of following personal hygiene and self-help routines. For example, they wash their hands before snacks and put on their coats when going out. Children enjoy a good range of healthy and nutritious meals which promotes their understanding of healthy eating. For example, they enjoy freshly prepared sandwiches and fruit for lunch. Outings and playing in the fresh air each day enable children to develop and understanding of a healthy lifestyle.

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

The childminder is aware of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. However, the inspection was brought forward following concerns received by Ofsted about the number of children cared for under the age of eight on the walk to school. This included concerns about supervision and safety practices. It was found that an incident occurred prior to the inspection. On one occasion the childminder exceeded the numbers of children permitted, due to an emergency request for care, and a minor incident occurred during this time. However, there was little impact on children's safety. The childminder was aware of this and has since reviewed her risk assessments and route used for the walk to school and how she supervises children in the school playground. She has also strengthened children's awareness of staying safe on outings. Therefore, she was found to be promoting children's welfare soundly at the time of inspection. The childminder has an understanding of child protection matters and knows the procedures to follow if she has a concern about a child in her care. The childminder shares her policies and procedures with the parents and her assistant. This enables them all to work in partnership effectively for the benefit of the children.

The childminder is confident in her knowledge of the learning and development requirements. She uses her many years of experience as a childminder to provide children with a range of interesting and fun activities and experiences. These help to promote children's learning while they play and explore. The childminder has established systems of self-evaluation in place such as reflecting on her service daily with her assistant. She also obtains the views of the children and their parents to help her identify further improvements. The childminder also regularly meets up with other childminders to share

ideas and best practice. The childminder has undertaken some further training since her last inspection, such as learning sign language. This demonstrates her commitment to further extend her knowledge.

The childminder develops strong and trusting relationships with parents. Information is shared daily in a variety of ways to meet the needs and requirements of the young children. The daily diary helps parents to be aware of how their child has spent their day and the progress they have made. Parents make many positive comments in their reference letters. These include how she provides 'the best care ever', her loving and caring nature and how their children adore her family and coming to her home.

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	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 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 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	EY280957
Local authority	Wokingham
Inspection number	910155
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	14/10/2011
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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