

Inspection date	09/06/2014
Previous inspection date	11/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
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

- The childminder provides a varied range of activities, including outings in the local area. The support she provides children is generally adequate enough to meet their learning needs, therefore, they make steady progress in their learning and development.
- here is a suitable range of resources indoors and outdoors that cover the areas of learning.
- Children have positive relationships with the childminder. She communicates well with them.

It is not yet good because

- Planning does not sufficiently focus on supporting children to make good progress in their learning because it is not specific enough.
- The childminder does not keep complete records of all accidents or injuries that occur to the children in her care or inform parents of all incidents and accidents.
- Resources indoors are not stored in a way that promotes children to make independent choices.

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 children playing and looked at areas of the premises used for childminding purposes.
The inspector discussed children's progress and the childminder's planning.
- Safeguarding policies and procedures were also discussed and small sample of policies and some records relating to the children were viewed.
- The inspector spoke with the childminder at appropriate times throughout the inspection and spoke to the children present.
- The inspector took into account documents provided for parents.
- The visit was announced.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children in Woodley, Berkshire. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and collect them from local schools. The family has a pet snake and rabbits. The childminder uses the whole of the house for childminding. A fully enclosed rear garden is available for outside play. There are two children in the early years age range on roll.

What the setting needs to do to improve further

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

- inform parents and/or carers of any accident or injury sustained by the child and keep a written record of accidents or injuries and first aid treatment given
- consider the individual needs, interests and stage of development of each child, along with prior learning from home, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development

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

- strengthen children's self-choice further and support their recognition of and understanding of the meaning of words, for example, by labelling the free-choice resources boxes.

Inspection judgements

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

Children are content and happy to attend the childminder's home. She has an adequate knowledge of the learning and development requirements, providing a range of activities that generally keep children occupied and hold their attention. The quality of teaching is suitable as the childminder is sufficiently knowledgeable about how young children learn. She demonstrates, through discussion, that she has a suitable awareness of each child's individual development. The childminder completes observations and developmental records on children, which aids the monitoring of their progress. These provide a useful photographic record for parents of the activities children take part in. These photographs are supplemented by some written comments on children's progress which indicates that

they are making adequate progress in their learning. The childminder verbally discusses next steps for each child with the parents with some written updates. This gives parents a general idea of the progress their child is making.

Play is mainly child led and which provides a sufficient level of challenge across the seven areas of learning. They are able to choose or request resources from a range of boxes in the main play area. However, children's ability to make informed choices is limited as there are no pictures or text to identify what each box contains and the contents are jumbled and disorganised. This also means that there is a lost opportunity to support children to recognise and understand the meaning of words. The range of activities the childminder offers generally provides some challenge for children and adequately supports their learning and interests. However her planning lacks sufficient focus to help them make good progress overall. This is because it is too general and does not always cover all areas of learning sufficiently well. However, children's language and communication skills are suitably promoted through regular and routine conversations and during activities. Their learning is overall secure as their thinking is appropriately challenged during activities. For example, when they play outside a young child looks for the rabbit in the garden. The childminder suitably promotes his language and understanding by asking 'where's the rabbit?' and repeats back his attempts to say early words such as 'rabbit' and 'gone'. Children's interests are acted upon and used to extend their learning. For instance, she ensures that children spend time outdoors daily because she recognises that they enjoy learning outside. Children enjoying playing in the sand pit or playing with the ride on cars. Children are suitably creative and imaginative learners and this supports their development in expressive arts and design. For example, they are creative in the home as they paint, draw and use craft resources, and enjoy messy play sessions in the local children's centre. Children's learning is further supported by the daily outings they undertake such as to indoor play areas or local farm parks.

The childminder has developed positive relationships with parents. Parents provide the childminder with information about children's needs, interests and capabilities when the children start attending. This gives her a baseline for assessing children's starting points. This information is shared with parents, enabling the childminder to support children and give parents a record of the progress their children are making. All relevant information is shared verbally on a daily basis regarding children's learning and development. However, she has yet to extend her planning to include what children enjoy and take part in at home. This means that she misses opportunities to build further on their learning. She demonstrates through discussion that she understands how and when to complete the progress check for children between the ages of two and three years.

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

The children appear happy and settled during their time at the setting. They have formed positive relationships with the childminder and the other children. The childminder organises her daily routines to incorporate the children's individual care routines, ensuring they have opportunities to rest or be active according to their needs. She gives them choices about what they do in the day and listens to what the children like to do and to

play with. For example, she takes children outside to play when they ask and discusses how they enjoy the garden area and the freedom to explore.

Healthy lifestyles are suitably promoted. Children are encouraged to drink water throughout the day and they enjoy food from their lunchboxes. Mealtimes are sociable and the children sit at the small table together and enjoy their snacks. The childminder encourages exercise daily, as the children use the garden and visit the local parks regularly. They enjoy fresh air and have opportunities to run around. Children remain healthy and safe through the implementation and reinforcement of suitable health, hygiene and safe practices.

Children demonstrate that they have formed positive relationships with the childminder and appear well behaved. This is because the childminder is a suitable role model who praises the children's good behaviour, encouraging them to share and supporting them to take turns while they are playing. As a result, children are happy and play well together. The childminder helps children to understand how to stay safe. For example, she reminds children about not climbing too high on the climbing frame and supervises them suitably in the garden. The childminder has an appropriate understanding of preparing children for their next stage in learning. Children develop independence, confidence and self-help skills during their time in her care. She talks to children about their move to school and visits local drop in groups, so they learn to socialise in larger groups. This all helps prepare the children emotionally for the move onto school.

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

The inspection took place as a result of a notification received by Ofsted from the childminder. This notification indicated that a serious accident had occurred in the childminder's home. The notification related to how the childminder manages risk, particularly in the garden area and how she supervises children. This inspection found that a child had fallen from the climbing frame in the childminder's garden. However as there was no sign of an injury, the childminder did not inform parents or keep a record of it. It was later determined that the child had sustained a serious injury that required further medical treatment. After this information was supplied to her, she still failed to keep a record of the accident or meet her responsibility to notify the Health and Safety Executive. This is a breach of the safeguarding and welfare requirements for the Early Years Foundation Stage and does not meet the requirements of the Childcare Register. However, the childminder was able to discuss her risk assessments for the garden and it was observed at the inspection that children were suitably supervised.

The childminder has a satisfactory knowledge of safeguarding and child protection to enable her to adequately safeguard the children in her care. She has written safeguarding policies and procedures and shares these with parents, so they are aware of her responsibilities. She maintains her first-aid qualification and keeps a record of any medication that children require. She obtains detail from parents about further medical or dietary needs and suitably acts on these.

The childminder tracks children's progress and monitors the educational programmes suitably well. This means that all children achieve appropriately well within all areas of learning. The childminder adequately reflects on her practice to monitor and evaluate her provision. She has attended some training to support her practice such as child protection which has supported to her have an adequate understanding of the procedures to follow if she has a concern. She has maintained most of the required documentation to a suitable level. However, some of this has become out of date and the storage and accessibility of some documents such as insurance and car documentation were not readily accessible on the day of the inspection although presented by the end of the inspection. This does not indicate that the childminder regularly evaluates her provision in order to meet her responsibilities at all times.

There are adequate relationships in place with the parents. Information is shared with parents on entry to the setting to ensure that they are fully aware of the childminder's policies and procedures. The childminder and parents discuss and share information about their child's progress to make sure they work sufficiently together to meet children's needs and learning. Parents comment that they are happy with the service the childminder provides and that their children like attending.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep records of the following and retain them for a period of two years: a record of accidents which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- keep records of the following and retain them for a period of two years: a record of accidents which occur on the premises where childcare is provided (voluntary part of the Childcare Register).

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	EY341165
Local authority	Wokingham
Inspection number	977389
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	11/04/2012
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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