

Inspection date	25/11/2014
Previous inspection date	16/09/2008

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

- Children are extremely confident and happy, demonstrating secure emotional attachments with the childminder. They feel exceptionally safe and secure as they relax, play and have fun.
- The childminder sets out her home attractively to appeal to children, and the excellent resources enable children to initiate their own learning as they play.
- The childminder has very good knowledge of how children learn and provides rich varied educational programmes for each individual child, with consistent and precise assessments that clearly identify next steps.
- The childminder is committed to continually improving her practice as 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 spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed play and learning opportunities for the children, jointly with the childminder.
- 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 was registered in 2007. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder lives with her husband and son in Tilehurst, Berkshire. There is a designated playroom on the ground floor for childminding, with a first-floor bedroom for sleeping. An enclosed rear garden is available for outside play. The childminder is currently caring for four children in the early years age range. The family has a dog and a cat.

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, to further 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 has an excellent knowledge of the Early Years Foundation stage learning and development requirements. She demonstrates a thorough and secure understanding of how children learn. This enables her to provide rich and varied educational programmes for each individual child. The quality of teaching is consistently very good; as a result, children make exceptional progress in their learning and development from their starting points. Parents provide initial information which, along with her own observations, helps the childminder ensure she knows the children extremely well. She uses this information to plan for the next steps in children's learning right from the outset. Each child has a learning plan that is based on their individual interests; as a result, children are keen to take on new challenges and have a positive attitude that helps them make excellent progress towards the learning goals, in preparation for starting school. The childminder takes into account children's preferred activities and learning styles. For example, she makes sure she provides plenty of opportunities for learning outdoors for children who prefer an active lifestyle. Children are eager to learn, curious, and excited by the activities and resources on offer. They benefit from the skilful techniques the childminder uses to extend and challenge their thinking and learning.

The childminder is highly effective at supporting children as they develop their communication skills. She helps younger children begin to recognise that sounds have meaning, as she spends time naming objects and repeating words and simple sentences. Ongoing conversations with older children help extend their language skills and build vocabulary. Children are extremely articulate, confident to ask questions and they listen with interest to the childminder's responses, as they ask why and how things happen. For

example, after seeing a rainbow on the way home from school, they question where they end of it might be and ask what a rainbow is. The childminder helps extend their knowledge as they talk about the rainbow and identify the colours. They draw pictures and are supported by the childminder as she helps them label their work. Children have clearly developed an interest in letters and enjoy picking out letters on the building blocks to spell their name. They are able to recognise several letters and have great fun with the childminder as they try out real and made-up words that begin with the same sound. The childminder provides resources that help children develop their mathematical skills in a fun way. For example, children move around the room measuring all kinds of objects, to see how tall things are and how long. They confidently identify the numbers on the tape measure and tell the childminder their findings. The childminder maximises their understanding of mathematical language as she introduces words such as under, over and through, into children's play. Children snuggle up with the childminder as they enjoy stories from an excellent range of books available for pleasure and information. Children's work is clearly displayed, with appropriate labelling that relates to children's achievements and interests. This further supports children's excellent literary skills, promotes their self-esteem, and results in children feeling valued, extremely confident, and happy in her care.

Children learn about the world around them through planned activities and everyday events. For example, they play with small-world people and notice how some of the children need a wheelchair to move around. The childminder encourages the children to think about the things they can do that others may not be able to. For example, an older child recognises that the baby cannot chew certain foods, leading to a conversation about teeth, growing, and change. This helps raise children's understanding of their bodies and of similarities and differences of others. The childminder regularly takes children to groups where they meet up with other childminders and their children. These regular, planned events help children to socialise and begin to find out about other cultures, different communities and traditions.

Children are encouraged to be independent; they make confident choices about what activities they would like to do, and older children serve themselves snack and lunch in preparation for what they will do at school. Children are keen to try things for themselves, while the childminder ensures she remains close by, to offer discreet support, or respond to requests for assistance. For example, when a child cannot pick up the cylinder shapes with tweezers, she suggests an alternative that is more manageable. The childminder provides children with extensive opportunities to develop their physical skills, both indoors and outside. Time spent outdoors, playing with a wide range of equipment, walking to local parks, and going on outings, provides children with opportunities to explore a range of environments. Indoors, children recall the story of Jack and the beanstalk: they curl themselves up on the floor and demonstrate how the beanstalk grows as they move upwards, becoming taller and taller and stretching into the sky. Children move around the designated playroom freely, and they use tools and everyday technology in their play. For example, very young children pick up the phone and say hello to their mummies, while older children play games on the children's computer.

The childminder has established effective relationships with parents and she shares all information. This exchange of relevant information, which includes a progress record for children aged two, helps to make sure that children's individual needs are being met.

Parents are well informed about children's learning and development as they have access to the childminder's extremely well-written records on their children. This, along with daily verbal feedback, ensures parents are fully informed of their children's progress. However, while there are some opportunities for parents to complement and share the learning at home, through ideas and suggestions, these are not always consistently given.

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

The childminder demonstrates warmth and affection towards the children, who respond in kind. Children move around the environment happily and confidently, secure in the knowledge they are safe and valued. Children are curious about visitors and approach them openly; eager to tell about the interesting and exciting things they do both in the childminder's home and at preschools. The childminder helps children develop a sense of belonging as they see their artwork displayed and many pictures of themselves. This helps build their self-esteem, enabling them to move forward with confidence to take new challenges. Children initiate their own play as the childminder has set out the playroom so that children can select whatever toys they wish. All areas are bright and attractive, with an extensive range of well-maintained toys and resources. These are easily accessible so that even very young children can choose for themselves. For example, very young children's senses are stimulated as they play with a range of sensory toys they have selected.

Children begin to develop clear ideas about keeping themselves and others safe. For example, after coming in from outdoors the childminder reminds the children to put on their slippers. She asks them why it is a good idea to have slippers on their feet. Children tell the childminder it is in case there is a fire, when they would need to go outside. Children tell her what they would do and where they would go if there was a fire. Later conversations further demonstrate children's increasing safety awareness, as they discuss with the childminder how to stay safe around fireworks. Children are considerate and respectful of each other. For example, an older child praises a very young child for eating all their dinner, patting them gently, and saying how proud they are. The childminder is a positive role model who has high expectations of behaviour and, as a result, children behave extraordinarily well. The childminder praises children frequently and they, in turn, are eager to please. They help to tidy away, show care and respect for the toys they are playing with, and are considerate towards each other. This demonstrates the caring relationships they enjoy with each other and the childminder. 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. This enables children to build a positive sense of belonging, and to explore relationships outside of their close family circle.

Children attend to their own personal care. They follow routines that support very good hygiene habits, as they automatically wash their hands before eating and after using the bathroom. Children explain that washing makes their 'hands clean' before they eat. Older children get their own lunch boxes and know to begin with the savoury contents; they explain that the jelly is for after their sandwiches. Drinks are available at all times, and the childminder regularly offers very young children their beakers, to encourage them to drink.

Children get fresh air and exercise on a daily basis as they walk everywhere and rarely go in a car. This helps encourage a healthy lifestyle that will stand them in good stead for the future.

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

The childminder has comprehensive policies, procedures and risk assessments that she follows rigorously to help ensure children's safety and well-being at all times. She is fully aware of her responsibilities and makes children's safety a priority. She is vigilant in all areas. For example, she follows a mobile phone and social network policy, to make sure that the only photographs taken of children in her care are those for which parents have given permission. Information on policies and procedures is shared with parents at initial visits, when parents sign to say they have read and understood them. The childminder recognises the value of obtaining comprehensive information about the children in her care in order to meet their needs effectively. She stores all such information securely and maintains confidentiality at all times.

Children enjoy their time at the childminder; they are happy, relaxed and confident because the childminder promotes their learning extraordinarily well, through effective monitoring and assessment. All children and their families are welcomed as the childminder recognises the uniqueness of each child, their background, and family circumstances. The childminder takes time to find out about each child and knows them extremely well. She takes into account their stage of development, any specific needs and interests, and where necessary, she works with other professionals, to ensure children's needs are met exceptionally well. She deploys herself extremely effectively to ensure all children receive high levels of individual care and attention. This enables her to support the children and their families successfully.

The childminder establishes very good relationships with external agencies and other providers. For example, she shares learning journals with other carers at groups children attend, to provide continuity and consistency in children's learning. She makes links with local schools so that she has a clear understanding of the expectations for children as they move on in their education. This enables her to help prepare children emotionally and physically, so that the move to the next stage in their learning is as smooth as possible. Parents are frequently requested to give feedback, and written comments demonstrate the high regard with which they hold the childminder. They state the childminder provides a fun learning environment for children to play. They comment on how well activities support their children's learning and on the positive results of her input. Other comments include, 'The childminder is warm, informative and friendly' and 'provides excellent information'. The childminder provides parents with a comprehensive range of information about her service, including 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 continually assesses her

practice and strives to improve the care and learning experiences that the children receive. For example, since the last inspection, she has achieved a recognised childcare qualification and completed several training courses to update and support her knowledge. She works effectively with outside agencies, and she participates in childminding support groups, which regularly meet to provide new and exciting challenges for children. This demonstrates the childminder's clear commitment to continually move her practice forward, to help her continue to promote excellent outcomes for children.

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	EY364470
Local authority	Reading
Inspection number	828914
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	16/09/2008
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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