

Inspection date

Previous inspection date

08/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children benefit from the calm promotion of their personal and emotional development reflected in the warm, caring relationships that clearly exists between them and the childminder.
- The childminder makes sure that her home is safe and appropriately organised so that children can easily select resources for themselves. They make good progress in their learning overall given their age, ability and starting points.
- The childminder is very knowledgeable about children's development and the type of activities and opportunities which encourage development particularly their communication and language skills and supporting their interest in literacy.
- The childminder shows a commitment to keeping her skills updated and is committed to developing her practice to provide good care and learning opportunities for each child

It is not yet outstanding because

- There are some gaps in the shared knowledge of the children as the childminder does not provide parents with regular opportunities to share learning experiences from home in order to help plan for their next steps.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the home speaking with the childminder at appropriate times.
- The inspector looked at a selection of policies and children's records.
- Information and comments from parents was obtained through references and feedback forms

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in Reading, Berkshire. The childminder is able to take children and collect them from local schools. The downstairs of the home is used for childminding and an enclosed garden is available for outside play. The family have a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children who are within the early years age range. The childminder is open all year round at times agreed with the families of children

for whom she cares.

What the setting needs to do to improve further

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

- enable parents to regularly contribute to their child's learning and development about their learning at home and use this information to help plan the next steps for each child

Inspection judgements

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

The childminder demonstrates a good understanding of the seven areas of learning as she offers children activities that are of interest to them and hold their attention. As a result, children make good progress towards the early learning goals. She uses Development Matters as a guideline to monitor children's development and recognises the expected developmental range for the children's age group. She regularly observes and records what the children can do and is booked onto further training to increase her knowledge of how to complete the progress check at age two. The childminder uses her assessments of children's needs to plan activities and experiences that are aimed at their individual needs. She requests initial information from parents and talks to them on a daily basis. However, there are some gaps in the shared knowledge of the children, as the childminder does not regularly request information on events and learning experiences from home to help plan next steps. Children make choices as they decide what they want to play with. Resources and activities are easily accessible and children confidently explore their surroundings to initiate their own learning. Children regularly go outdoors where there are further learning opportunities as the childminder recognises that each child has their own preferred learning style. As a result, all children's development is well supported and provides a solid base for future progress and learning experiences as they move through the education system into school.

Children enjoy a range of electronic toys and explore sounds and lights as they push buttons and switches. The childminder effectively encourages babies to recognise that sounds have meaning as she uses gestures, facial expressions and gives praise when there is a response. She chats to older children age appropriately asking open-ended questions, extending vocabulary for children whose language she recognises is ahead of their age group. She supports children's mathematical learning as they play with resources such as shape sorters, puzzles and construction. Children enjoy making marks with the

water pens sitting at the table and on a large floor mat. The childminder sits with the children who enjoy cuddling up to her and looking at books, feeling the textured pictures and chatting about what they can see. Children enjoy fresh air and exercise and regularly go for walks to explore the local area, feed the ducks and enjoy the world around them. This helps contribute to a healthy lifestyle. Children attend toddler groups where they find out about the wider world and have access to a wider range of arts and crafts. They enjoy songs and rhymes and express their creativity in the home. For example, as they build dens in the lounge and hide away.

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

The childminder spends time getting to know the children and their families well. She provides a welcome and caring environment and children are extremely happy and settled. Individual children's needs and preferences are met as the childminder gathers and records information from parents about their children's welfare and care routines. She takes time to give each child individual attention so that they feel they are special and valued. For example, playing a game with an older child when the baby is asleep.

Children are keen to try new activities and explore their surroundings in a stimulating play and learning environment. They know where everything is and are able to self-select activities and resources from the easily accessible storage units and boxes. Children's self-esteem and confidence develops rapidly in the well-organised and enabling environment as children form positive relationships with the childminder and each other. Their personal, social and emotional skills are developing successfully because the childminder is extremely clear of the children's developmental steps and provides activities to ensure they continue to make progress across all areas of learning.

Children have opportunities to explore the outdoors and daily activities and experiences help develop their understanding of the world around them. Children begin to find out about healthy eating and how their bodies work from an early age. For example, as the childminder explains to young children that food travels from their mouths to their tummies. She is a good role model and children follow routines such as hand washing using individual cloths to help prevent cross infection. Children begin to learn about keeping themselves and each other safe, for example, older children express concern if they think the younger ones are doing something beyond their abilities. All children behave well because the childminder implements clear rules and boundaries consistently, consequently children have clear expectations of what is expected of them as they learn about right and wrong.

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

The childminder has a comprehensive safeguarding policy in place which she shares with parents; these and other policies are discussed in full before children are cared for. The childminder has a clear understanding of child protection procedures and knows how to

put them into practice to protect the children in her care. She has written risk assessments that cover all areas of the home, garden and outings that help ensure children play in a safe and secure learning environment. The childminder is vigilant as she supervises children at all times.

The childminder demonstrates commitment to improving her practice as she develops her knowledge of the Early Years Foundation Stage through training courses and actively seeking further courses and advice from local authority advisers. She considers her practices carefully, noting what is successful and has been of benefit to the children while addressing areas she recognises could be developed. Parent's opinions are requested and valued and any suggestions are taken on board and addressed, such as dating children's work to provide a clearer picture of their progress.

The childminder records all personal information and details about the children and keeps it secure. Parents may talk to the childminder at any time, share a daily diary and have access to the children's progress records. Parental feedback expresses their appreciation of the care the childminder provides. For example, they praise the learning opportunities their children have, the balance of organised and free play and the calm, caring atmosphere. Although it is not currently relevant the childminder demonstrates through discussion the importance of partnership working and of sharing information to ensure consistency of care, play and learning when children attend other settings.

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. 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	EY393896
Local authority	Wokingham
Inspection number	761920
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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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