

Inspection date	16/06/2014
Previous inspection date	18/01/2012

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

- Children make good progress because the childminder and her assistant have a secure understanding of how children develop and they use a range of effective teaching strategies to extend learning.
- The childminder and her assistant demonstrate a secure understanding of their responsibilities to safeguard children and implement a range of policies and procedures to ensure that all children are kept safe.
- Partnerships with parents are purposeful and clearly support continuity of care for the children. Parents keep up to date and well informed about their children's learning.
- The childminder reflects on her practice with the help of her assistant. She listens to the needs of children and their parents and wherever possible adapts her service to meet their needs.

It is not yet outstanding because

- Monitoring procedures do not extend fully to the progress older children make.
- Some aspects of partnership working are not fully robust as the childminder has yet to build effective communication links with all the settings that the children attend.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and developmental records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.
- The inspector took account of parent's comments.

Inspector
Melissa Cox

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two children in Theale, near Reading, Berkshire. The childminder works with an assistant. All of the premises are used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children in the early years age group. The family has a dog.

What the setting needs to do to improve further

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

- review the procedures for monitoring the educational provision for older children's learning to ensure it is also robustly tracked and monitored
- strengthen relationships with other settings that share the care of the children to further improve the information shared, to fully support all children's learning and development.

Inspection judgements

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

The childminder has a good understanding of how to promote children's learning and development. She actively participates in children's play and gets down to their level to encourage them to be involved and engaged with resources provided. The childminder promotes children's learning in a positive way. Her interactions are kind and she uses her understanding of how children learn to provide them with activities that interest and challenge them so their continuous development is promoted. She has a keen focus on the key skills and knowledge children learn during their early years and that are necessary to be ready for school. The childminder ensures that they gain these by learning through play and she incorporates a wide range of different areas of learning into activities.

Observation and planning systems ensure children are provided with interesting and challenging experiences that meet their individual needs and cover the seven areas of learning. Links are made between the observations and the different areas of learning and the childminder uses them to inform assessments of children's progress that she tracks over time. The childminder routinely reviews her observations and assessments to enable her to plan the next steps in each child's learning, although these are less secure for the older children in her care. Plans reflect children's current interests, make use of information from parents and identify the skills and knowledge they are working towards.

This ensures that children are monitored to their individual age and stage of development. The childminder has a good understanding of how to complete the progress check at age two. This is based around her good knowledge and understanding of how children are developing in the prime areas. Accordingly, children make good individual progress in relation to their starting points.

Children have lots of fun as they freely access the toys with ease and confidence. Both the childminder and her assistant provide sensitive and appropriate support to develop young children's communication and language skills. For example, they carefully repeat children's words and phrases to reinforce their learning and allow them time to think and answer their questions. Children demonstrate their understanding of number by using numbers spontaneously in their play. They sing nursery rhymes that promote counting and start to sort the blocks as they play. The childminder extends their learning by teaching them how to count objects and talking to them about what happens when they add some more. Children have good opportunities to use tools in a variety of activities. For example, paint brushes, cutters in the dough and scissors for cutting out. The childminder encourages toddlers to develop an early understanding of the use of technology. For example, toddlers copy the actions of the childminder, as they press buttons and flaps of toys which make sounds. Regular visits to toddler groups provide young children with the opportunity to mix with others and develop good interpersonal skills. They develop their listening skills and gain confidence in speaking out, as they take part in group activities. These opportunities help them to develop key skills for their future learning.

Parents are kept well informed about their children's progress because the childminder shares the observation diaries and development plans with them. The childminder talks to parents daily when children are dropped off and collected. Consequently, there is a continuous flow of information about what they are doing at home and what they have done with the childminder. However this is less developed with the local pre-schools and schools that children also attend. The childminder does not currently obtain or share information about older children's next steps in their learning with these partners and information sharing is limited to their care needs only. This means that she is unable to fully promote a cohesive approach to supporting their future learning.

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

The childminder and her assistant provide a warm, homely environment, which helps children to feel relaxed and emotionally secure. Children form strong bonds with the adults that care for them and are happy and content in their care. This is because good levels of information are gathered from parents about their children's welfare needs and routines before they start. Settling-in arrangements are very much tailored to individual children's requirements. This helps to ensure a happy, smooth transition between home and her care. The childminder and her assistant respond well to children's emotional needs, helping them to separate from their parents confidently. They follow home routines so young children feel safe in their day. Their emotional well-being is appropriately supported as the childminder recognises when the children need reassurance and comfort. Children happily approach her and her assistant equally for cuddles and hugs when required. Daily

discussions with parents ensure that the childminder understands children's individual needs and provides continuity of care with that at home.

The childminder teaches them the importance of leading healthy lifestyles and learning of self-help skills. For example, children know to wash their hands before eating and young children competently feed themselves. Healthy meals and snacks, such as, fruit and vegetables are nutritious and enjoyed by the children. Topic work such as smoothie making develops children's awareness of healthy eating further. The childminder maintains records such as accidents and medication records and her assistant is suitably qualified in first aid. The childminder ensures that children have regular opportunities to enjoy fresh air and exercise. They develop good physical skills as they visit parks, community groups and enjoy regular walks. Children also enjoy daily opportunities to play in the rear garden with a good choice of toys. For example, they ride on the wheeled toys and become engrossed in sand and water play. The childminder pays good attention to young children's developing physical needs. Babies and young children are provided with the safe and secure space they need to crawl, shuffle and reach out, which supports their developing physical movement along with their understanding that moving their bodies helps them with the beginnings of personal independence. The learning environment is well organised and resources are of a good quality. Low-level equipment and safe surroundings allow babies to move around as they want, and learn to keep safe and take sensible risks. For example, toddlers use furniture and resources to pull themselves to a standing position, promoting their physical development.

Children's behaviour is good because the childminder and her assistant teach children about acceptable behaviour, supporting them in learning how to share and take turns. The childminder deals calmly and effectively with incidents and talks to children about what is appropriate behaviour. Behaviour rules are consistently applied by all adults so children have clear direction and boundaries. She displays house rules for older children to ensure they learn to respect each other. Personal safety is promoted by the childminder, such as, reinforcing positive messages about appropriate behaviour which will keep themselves and others safe at home or while out and about. The childminder takes children to groups and on outings. This teaches children how to adapt their behaviour to different social situations. She gives them lots of praise and encouragement. This builds children's self-esteem and confidence, and prepares them well emotionally, for the transition to nursery and school.

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

The childminder fulfils her responsibility in meeting the requirements of the Early Years Foundation Stage. She has a suitable understanding of her role and responsibility in safeguarding children. She has kept up-to-date with local procedures, which she would put into practice if she has a child protection or safeguarding concern. Her assistant has a good understanding of these policies and a suitable awareness of who to contact if she had a concern about any adults working with the children. Risk assessments are undertaken in order to make sure that the childminder's home, garden and any organised

outings, including school runs, are safe for children. Children are closely supervised at all times and they are always within the sight or hearing of the childminder. There are suitable policies in place to support the childminder's practice and these are consistently communicated to and followed by her assistant. All adults associated with the childminder's home have appropriate suitability and vetting checks in place. Required documentation is maintained and shared with parents when appropriate and suitably maintained. The childminder keeps suitably up to date although her first aid qualification has lapsed. However she has taken steps to address this by booking onto a course and making sure any accidents are currently treated by her assistant who is suitably qualified. This means that she still meets the requirements for registration.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is reflected in the planning and the teaching children receive during activities and routines, to support their individual needs. The childminder suitably monitors the educational programmes and the activities she provides, to ensure that all areas of learning are covered but has yet to extend this further to older children's progress and learning in order to identify any gaps in their learning. The childminder has a good regard to self-evaluation and discusses how she has made a number of improvements since her last inspection. She has improved her partnership with parents through the introduction of daily updates and improved children's access to play spaces by encouraging better access to the garden area.

Partnerships with parents are purposeful and secure. Parents make very positive comments about the childminder and the care she provides. They state that she is friendly, approachable and accommodating. Her service is flexible in meeting their needs and that they feel full of confidence and peace of mind when leaving their children in her care. The childminder works in partnership with parents on a daily basis to support children's development. Videos and photographs of children at play are shared daily via a secure social networking site and parents are able to view a wide selection of moments in their child's day. This record also forms a suitable monitoring tool for the childminder as she is able to refer to children's prior learning and plan for their future development. The childminder develops suitable partnerships with other settings and schools to support children's well-being although there is less focus on working together to support their learning needs.

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. 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	EY430995
Local authority	West Berkshire (Newbury)
Inspection number	776427
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	12
Name of provider	
Date of previous inspection	18/01/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

