

Inspection date	01/07/2014
Previous inspection date	18/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 flourish in this caring and homely environment because they form appropriate bonds and secure emotional attachments with the childminder.
- Children make good progress in their learning and development. They are supported by the experienced childminder who plans activities based on children's interests and guides them well in their play.
- The childminder implements good safety practices and procedures, including teaching children about dangers and keeping themselves safe to ensure she safeguards children.
- The childminder displays a good understanding of the importance of working in partnership with parents and other settings. This promotes high levels of consistency in children's care and learning.

It is not yet outstanding because

- There are fewer opportunities for children to use their home language in their play.

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 checked samples of policies and other records.
- The inspector discussed the process of self-evaluation including how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 2012. 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 two school age children in Lower Earley, Berkshire. The childminder makes use of local facilities such as parks and toddler groups. The childminder uses the whole of the ground floor of the house for childminding with access to the first floor for sleeping facilities. A fully enclosed rear garden is available for outside play. There are currently three children on roll in the early years age group.

What the setting needs to do to improve further

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

- introduce opportunities for children to use their home language in their play.

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 young children learn and develop. She successfully ignites children's curiosity by providing stimulating activities, which promotes their capacity to learn. As children settle in with the childminder, parents are encouraged to provide detailed information about their child's learning, development and interests so far. The childminder then uses these contributions, along with her own observations, to best effect, forming the starting points for children's learning. This forms the beginning of an ongoing process, which effectively involves the parents in their child's learning. The childminder makes good use of her regular observations of children at play to monitor and assess their progress across all areas of learning. Assessments are precise and sharply focused and used effectively to promote her high expectations and consistently high standards in the quality of teaching. She confidently discusses each child's strengths across the areas of learning and talks about what she is doing to support their identified next steps. The childminder uses children's current interests to plan appropriate and challenging activities, which helps children to develop the characteristics of effective learning. For example, children show an interest in colours and number. The childminder encourages them to find the colours on a clock puzzle which they confidently do, naming them as they find them. This fun soon moves to finding and naming the numbers around the clock face and young children confidently name numbers up to twelve with ease. Recognising that this game is too easy for them now she adds further challenge by mixing up the numbers and asking the children to add them to the puzzle in order. Children show that they can count by rote and fully recognise and arrange the numbers in sequence, selecting the right one to fit in each slot. This shows that children have made exceptional progress in numeracy given their starting points and young age. This is because the

childminder takes the time to build on what children are interested in and successfully provides new levels of challenge each time to keep them motivated and engaged.

Children with English as an additional language are well supported. The childminder places a positive focus on helping young children gain confidence in their speaking skills especially when their main home language is not English. She introduces new words as often as possible during activities and this supports children to develop a wide vocabulary and confidence in their speaking skills. She asks open-ended questions routinely in their play and encourages children to try new words to communicate their needs. Weekly phonics games and her good use of stories, rhyme and conversation means that children have caught up with their peers and are confident communicators. However while the childminder has placed a key focus on supporting children to develop their skills in English, she has placed less focus on encouraging children to continue to use their home language in their play. This means that there are limited opportunities for children to routinely use their home language in order to support their language development in both spoken languages. However overall children engage easily in conversation, ask questions and competently describe what they are doing. They are well prepared for their move to school.

The childminder has developed strong partnerships with parents in order to promote their child's learning. The childminder keeps parents fully informed of their child's progress through daily feedback. Parents are encouraged to look at their child's observation records and she welcomes their comments about their child's progress which she uses to inform the planning of activities for each child.

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

The childminder warmly welcomes children into her home and they demonstrate a strong sense of belonging and close attachments to her. She works closely with their parents to settle them in; gradually building up the time they are left in her care. The childminder ensures she incorporates children's individual routines into the day, such as their sleeping patterns. This contributes to promoting continuity for children, promoting positive transitions between home and the childminder's care. These effective transition arrangements, positive relationships and close bonds with the children ensure they feel safe and emotionally secure in the childminder's care. This promotes children's progress in their personal, social and emotional development.

The childminder offers a warm and welcoming environment. She displays resources well so that they are easily accessible for all children to make their own choices. She has a wide range of good quality toys which include a range of programmable equipment and natural resources. She makes effective use of these to children's support learning. The childminder also provides good opportunities for children to go to local groups, so that they mix and play with other children and resources. Children enjoy visiting local museums and learning about the community in which they live. This all contributes to supporting children's future learning, such as starting school or nursery.

The children have a good understanding of the importance of leading a healthy lifestyle. This is because through everyday routines the childminder teaches them about the importance of adopting good personal hygiene practice and self-care skills. As a result, when she announces that it is snack time young children run to the sink, set up their foot stool and wash their hands with little assistance required from the childminder. Children sit down for their snack and peel their own fruit. They self-select drinks because the childminder takes time during their play activities to remind them of the importance of drinking water when it is hot. The childminder is working closely with parents to support children's developing taste for new foods. She encourages children to try a varied diet of food choices which includes their recent favourite meal of rice and chicken. She works closely with parents to follow parental instructions on meals and to support all additional dietary needs. As a result children have good levels of energy to play and are clearly benefiting from a balanced and nutritious diet of home cooked meals. Children have good opportunities to play outdoors and engage in physical activities. They enjoy playing in the garden, going on walks and visiting the park. These opportunities enable children to be active, which supports their physical development and ensures children enjoy the health benefits of playing in the fresh air.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues. She ensures that she is aware of potential signs of abuse and neglect and has a secure understanding of her responsibilities regarding protecting children from harm. For example, she knows what she must do if she has any concerns and which agencies she must inform. Risk assessments are conducted thoroughly, so children play in a safe and secure environment. She supervises children well.

The childminder's commitment to improving her service and provision for children is good. She is well organised and demonstrates a positive approach to improving her professional development in order to enrich the learning, development and care of the children in her care. Self-evaluation is good and supports continuous improvement for the benefit of the children who attend. The childminder encourages parents to share their views and ideas about the service or any improvements to support their children. This means she takes positive steps to improve the provision for children. Since the last inspection, the childminder has reviewed all her documentation to ensure that all required permissions are in place. She maintains all her required documentation to a very high standard and implements her policies and procedures effectively in her practise. The childminder also has a positive commitment towards monitoring and evaluating children's learning. She regularly reviews and monitors children's progress records and planning documents to ensure they offer a broad range of activities across all areas of learning. This means that she can rapidly identify and address any gaps she may note in their progress and guide them to making good progress equally across all areas.

The childminder's relationship with parents is good. Parents are provided with a wealth of information about the childminder, the routine of the day and her procedures. They are given a welcome pack to read when they start and the childminder updates them at the end of each session about what their children have been doing. Written comments from parents indicate that they are very happy with the care and attention their children receive and speak very highly about the childminder. They comment that she 'goes the extra mile' when it comes to caring for their children. Children also show they relish their time with her as they are confident and self-assured. There are good links with the schools and nurseries that children attend. The childminder has worked very closely with local settings to share information about the children in her care. She values input on children's next steps and has visited each setting to familiarise herself with their practice so she can mirror this at home. Overall effective partnerships with others have contributed significantly to how well children have settled in their new settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY438758
Local authority	Wokingham
Inspection number	887450
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	18/07/2012
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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