

Inspection date

Previous inspection date

22/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- Children are settled, secure and at ease in this homely environment. The childminder has a secure understanding of their individual needs through close partnership working with parents.
- Children are happy as the childminder gives each child sufficient support and they build sound relationships with the childminder and others.
- Children are well behaved and have a clear understanding of behavioural expectations.

It is not yet good because

- The childminder is not aware of the requirement to complete two-year-old progress checks and has not taken steps to put procedures in place.
- The childminder has not sought written permission from parents to administer medication.
- Younger children are not fully involved and aware of all toys, resources and activities available in order to make choices and decisions.

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 the children playing in the lounge/ dining area
- The inspector took into account the views of the parents through a letter and discussion.
- The inspector examined documents including children's records, policies and procedures
- The inspector spoke with the childminder at appropriate times throughout observations of practice were made and discussed the childminders evaluation processes and her understanding of child protection.
- The inspector waited in her while the childminder collected children from school.

Inspector

Mandy Gannon

Full Report

Information about the setting

The childminder registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her family in Kennet Valley Ford's Farm, Reading, in Berkshire. The whole of the property is registered for

childminding with play mainly taking place on the ground floor. There is a fully enclosed rear garden available for outside play. There are currently three children on roll, of which two in the early years age group. The family has a cockatiel, six rabbits and a bearded dragon as pets.

What the setting needs to do to improve further

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

- obtain written permission for the administration of medication
- develop procedures to undertake progress checks between the age of two and three years old and provide parents and/ or carers with a short written summary of their child's development in the prime areas

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

- increase opportunities for all children to make decisions when choosing toys and help them learn that words carry meaning by using pictures and signs alongside words.

Inspection judgements

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

The childminder continues to develop her understanding of children's individual needs as she has only cared for the children for a few days and is working closely with parents. Children benefit from a warm, caring, homely environment where the childminder is attentive and gives lots of cuddles, praise and encouragement. Children laugh and giggle as they are tickled, playing a game with other children and the childminder. They have secure relationships with the childminder and other children. As a result, the childminder effectively promotes children's sense of security and well-being. Children are still settling into the setting and are currently making satisfactory progress. They are at ease in the setting, show interest in the toys available, and confidently explore the environment as they enjoy learning through play. Young children have sufficient space and equipment to develop their walking skills.

Babies begin to babble, imitating sounds and words said by the childminder, who encourages their use of language through the repetition of sounds and words. Children show interest as they explore toys pressing buttons and repeating actions establishing cause and effect promoting their understanding of the world. Children pull themselves to

standing and climb on a low-level rocker, which they enthusiastically move backwards and forwards. The childminder encourages parental involvement through regular discussion in order to support children to progress to the next stage in their learning. Children enjoy mark making as they use pens and paper sitting at the table with older children. They begin to develop their mathematical development as they line up cars in order of size and confidently count the dolphins and fish in the bathroom. The childminder continues to develop messy activities in the setting such as opportunities to feel media such as gloop, paint, dough and bubbles.

The childminder demonstrates sound childcare skills and a secure understanding of how children learn. She has begun to put in place observations and assessments although these continue to develop as children have only recently started at the setting. The childminder is unaware of the requirement to complete two-year-old progress checks, and so has not developed any procedures to complete these. Children benefit from the close working partnership with parents as the childminder establishes a thorough understanding of each individual child's needs. Children receive a fair range of activities and experiences that help them prepare for the next stage in their learning. The childminder promotes positive social skills and children are learning to become independent through daily routines. The childminder is aware of the importance of preparing children for transitions although currently the children do not attend any other setting.

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

Children are settled, secure and at ease in this homely environment. They come into the setting happy and greet the childminder and others. Children are developing their confidence as they explore the environment and younger children seek reassurance and a cuddle when needed. For example, they cuddle into the childminder when they have their bottle. The childminder boosts children's self-esteem as she provides appropriate praise, and smiles at the children developing their sense of security.

Children play in a safe, welcoming environment. Children have access to an adequate range of suitable toys and resources, which the childminder rotates. Although, pictorial and written labels are not in place to increase opportunities enable children to make choices and help them learn that words carry meaning.

The childminder has a sound understanding of safety and has taken steps to identify and minimise potential hazards. Risk assessments and daily checks around the house and when on outings take place to maintain children's safety. The childminder transports children in her car, she locks car doors and appropriate car seats are in place. Children learn about safety as the childminder reminds them to sit down when eating and encourages a baby to sit on a box as they start to climb. The childminder has identified evacuation procedures although has yet to practice these as children are still settling into the setting. Children behave well as the childminder works closely with parents to develop children's awareness of expectations through clear, consistent boundaries. The childminder gives each child sufficient attention and differentiates activities to include each child. She promotes care and respect for one another and supports children to learn to be

kind to one another, share and take turns.

Children develop an understanding of developing healthy lifestyles. The childminder promotes and develops children's self-care through daily routines. The childminder helps them to wash and dry their hands. The childminder promotes children's privacy, changing nappies in the downstairs toilet. Children bring nutritious snacks from home and make choices what they would like to eat. Snacks are appropriately stored in the kitchen and children enjoy sitting together socially as they eat. The childminder works closely with parents to make sure she has a clear understanding of dietary and health needs. However, although the childminder has discussions with parents regarding the administration of the children's medication she does not obtained written consent to administer it as required.

Children have sufficient opportunities to play outside in the fresh air as they use the garden, visit local parks and walk in the fields behind the house.

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

The childminder continues to develop her understanding of the requirements. Positive steps are in place to make sure her home is safe and minimise hazards in order that children play in a secure safe environment. For example, stair gates are in place and she locks the front door hanging keys close by but out of reach for evacuation purposes. The childminder has a clear understanding of promoting safeguarding and has shared with parents the contact details of the regulator should they have a concern or complaint. She is aware to maintain a record of any complaints and her responsibilities. The childminder has a sound understanding of safeguarding and the procedures to follow with local contact details in place. The childminder has completed paediatric first aid and safeguarding training and has a first aid kit with her at all times promoting children's safety. Accurate procedures are in place to record accidents and incidents.

The childminder has an appropriate understanding of how to monitor children's learn and develop. The childminder actively involves parents through daily discussions identifying children's interests and next steps in their learning. Parents are happy with the service the childminder provides. They state how happy and settled the children are in a short time and how much the children enjoy coming to the setting. The childminder has been supportive and flexible and works with parents to meet the needs of the children. The childminder understands the need to work with other professionals if the need arises.

The childminder has made a satisfactory start to childminding, although she does not meet all the requirements for the Childcare Register. She has begun to reflect on her practice and has clearly identified areas for further developments.

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:

- maintain a written statement of procedures to be followed for protection of children intended to safeguard children being cared for from abuse or neglect (also applies to the Voluntary part of the Childcare Register)
- maintain a written procedure for dealing with concerns and complaints from parents and /or carers and maintain a written record of any complaints and their outcome (also applies to the Voluntary part of the Childcare Register)
- take action as specified in the compulsory 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	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

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	EY446279
Local authority	West Berkshire (Newbury)
Inspection number	800055
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

