

Inspection date

07/10/2013

Previous inspection date

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

- The childminder provides a well-maintained and inviting environment for children. There is a good variety of easily accessible toys and resources for the children's use.
- Children develop good relationships with the childminder and they relate to her very well. They are confident and feel at home with her.
- Learning and development is encouraged well. The childminder recognises the individuality of each child, and adapts activities and support to accommodate their individual needs and interests.
- The childminder observes and monitors children's progress with increasing skill and in partnership with parents.

It is not yet outstanding because

- The childminder does not successfully promote all aspects of children's learning about healthy practices.

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 observed the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector read comments from parents.
- The inspector discussed the provider's self-evaluation.

Inspector

Lynne Lewington

Full Report

Information about the setting

The childminder registered in 2013. She lives in Finchampstead, Berkshire, with her husband and two children. She is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently seven children on roll, two are early years age children. The children mainly have access to the ground floor for play, with one room available on the first floor for sleep. Toilet facilities are on the ground floor. There is a secure garden for outdoor play.

What the setting needs to do to improve further

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

- develop further children's learning about healthy routines and hygiene.

Inspection judgements

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

Children enjoy their time in the childminder's care and are very happy, active learners. The childminder understands how young children need to explore an interesting environment with others in order to develop their skills. As a result, she provides an interesting child centred environment where children are enthusiastic and motivated to participate. This helps them develop a positive attitude to their learning. For example, the childminder successfully plans experiences and activities that stimulate young children's language development. She listens attentively and talks with the children, modeling positive language and using expression in her voice and gestures. Consequently, young children are developing their abilities to communicate well. Children enthusiastically explore the small world animals. The childminder uses this opportunity to encourage them to look at the teeth and eyes, feel the different textures of the animals and identify the sounds they make. The children identify their own noses, eyes and tummy buttons linking their knowledge to their earlier activity. They draw and make marks developing their early abilities to use writing implements. The childminder follows the children's interests and makes them natural learning experiences. Children enjoy handling and looking at books. Their enjoyment in this activity is encouraged because the childminder shares their books, shows interest, reads to them and uses expression. This encourages them to copy her words and identify things they know. Outdoors, children enjoy opportunities to dig in the sand, follow water, balls or cars through the tunnels. Young children demonstrate their enjoyment by smiling, giggling and interacting with each other and the childminder. They have lots of fun while learning.

The childminder's development records indicate she has a clear understanding of each child's current stage of development. This enables her to provide a wide range of varied and imaginative experiences that support and challenge children well. The childminder regularly observes and assesses children as they play and uses this information to successfully plan further activities based on the children's next steps and interests. She competently uses one activity to promote several areas of the children's learning and development. For example, the young children clearly love a game of hide and seek. The childminder counts and they hide. Carefully placed cardboard boxes and blankets provide additional hiding spaces in the lounge. The young children love this; they count with her and try to hide. This promotes their physical development as they try to get into spaces, encourages a simple awareness of time as the childminder counts, and cooperation with each other as they sometimes try to hide in the same place. The childminder uses many opportunities to count with the children and naturally uses mathematical language, such as, 'big' and 'small' and 'up and down' as the children play. This enables young children to develop their early mathematical knowledge. The childminder's garden and trips to the local park provide good opportunities for children to extend and develop their learning. In addition, they explore the natural world, collect leaves, and talk about and recognise different weather.

The childminder effectively engages parents in the care and learning of their children. Communication is extremely effective. The childminder gathers comprehensive information on admission about the children's interests and their development. She uses this information successfully to ensure each child encounters appropriate care and experiences to meet their individual needs. It also provides a sound base to monitor progress. The childminder keeps parents well informed about their child's progress and development through a continuous exchange of information. For example, parents receive a daily written account of their child's day. In addition, detailed, attractively presented and well-organised learning folders are regularly available for them to share. As a result, parents receive a very clear picture of their child's learning and development. The close partnership with parents and detailed assessment systems means the childminder is in a strong position to complete the written progress check for children at age two-years.

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

Children receive warm, nurturing care from the childminder, who treats them each as individuals. This means children settle quickly and are confident. The childminder knows the children well because she gathers comprehensive information from parents about their needs before they join her. The childminder confidently prepares and supports children to develop new skills, for example, by helping them with independence skills such as going to the toilet.

The premises are safe, well maintained and very well resourced to provide children with a stimulating environment in which they learn and develop. For example, assessable, labelled storage boxes successfully support children to make independent choices in their play. The childminder also ensures that resources she knows the children like are easily accessible, enabling children to independently use them. Consequently, children make

informed choices and often take the lead in their play.

Children develop very secure, trusting relationships with the childminder. For example, children show their attachment and security as they respond, smile and interact with the childminder. They show interest in what she is doing and naturally sit close to her from time to time and have a cuddle. Consequently, they show strong emotional well-being. Children are developing an age appropriate awareness of safety and how to keep safe. For example, children learn appropriate road safety and how to use large play equipment safely. The childminder reminds children to walk indoors and not to climb on the furniture and explains in simple terms why not. The childminder is a good role model and is always polite towards the children. She is consistent in her behavioural expectations and encourages children to learn to share, take turns and be kind to each other. Children are learning to recognise feelings through their interactions with the childminder and others. All children receive constant praise and encouragement for their efforts and achievements, which successfully promotes their confidence and self-esteem. Outings to parks and toddler groups provide the children with additional opportunities to develop their social skills and an awareness of our diverse society as they meet different people.

Overall, the childminder supports children's good health and well-being effectively. For example, she maintains detailed records, including accidents involving children and any medicine administered. Children enjoy daily opportunities to spend time outdoors in the fresh air, which promotes their sense of well-being. Children receive a variety of healthy meals and snacks, which include fruit and vegetables each day. The childminder sensitively supports young children's developing independence by encouraging them to feed themselves. The childminder supports some aspects of children's learning about personal hygiene, although these messages are not always consistent. For example, she teaches children about careful hand washing before eating and after using the toilet, but does not provide suitable hand drying facilities so that children learn the full benefits of keeping healthy. The childminder successfully ensures that her premises are spotlessly clean and well maintained.

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

The childminder is enthusiastic and dedicated to providing a high level of service to children and their families. She has a good understanding of her responsibilities to the meet requirements of the Early Years Foundation Stage. Careful monitoring and planning help to ensure the children enjoy positive meaningful learning experiences in her care. These engage children and stimulate their interests as they make good progress towards the early learning goals. Development files are informative, showing detailed accounts of children's developmental progress and the steps needed to help them progress further. The childminder has self evaluated her provision well and sought the views of parents. She has plans to develop her knowledge through training opportunities and this will further enhance her skills.

The childminder gives children's welfare high priority and supports this with clear

safeguarding procedures. The childminder is knowledgeable about child protection and what action she would take if concerned about a child in her care. An extensive range of written policies and procedures, including a safeguarding and behaviour management policy, successfully support the childminder's work. Risk assessment is very rigorous and daily safety checks ensure children can move safely and freely in their environment. The premises are secure, safety gates are in place and the childminder supervises children at all times. She regularly practises safe fire evacuation with children, and implements secure procedures that require all visitors to show their identification and to sign the visitor's book.

Excellent partnerships with parents ensure that children's care is consistent. The childminder promotes children's development very well. Parent's comment very favourably on the high quality service the childminder offers. The childminder is very alert to the early signs of any potential problems children may have, and fully understands the importance of early sensitive intervention. The childminder fully recognises the importance of developing relationships with other providers, schools and professionals, to enable them to work in partnership for the benefit of the 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	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 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 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	EY461106
Local authority	Wokingham
Inspection number	917241
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	7
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, 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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