

Inspection date

Previous inspection date

17/06/2014

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 offers a welcoming and inclusive environment and therefore children are settled and happy in her care.
- Children behave very well. They have warm relationships with the childminder.
- Children benefit from a broad range of learning experiences that promote their learning in all seven areas. The childminder has a good understanding of their starting points and uses her accurate observations to promote their development and therefore children make good progress in their learning in relation to their individual starting points.
- Parents are very positive about the care their children receive. There are effective systems in place to work with other professionals sharing the care of the children.

It is not yet outstanding because

- There are fewer opportunities for children to explore and play using everyday resources such as magnifying glasses and cameras to extend children's development of the wider world in relation to technology.

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 children in their play and during their interactions with the childminder.
- The inspector observed children's play with the childminder, and together spoke about how the childminder plans for children's continuous learning and development.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector spoke to the childminder about how she evaluates her provision of care.
- The childminder spoke to children and read a letter from parents, which she took into account as part of her evidence.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2013. She lives with her partner and child in Crowthorne, Berkshire. Children have use of the downstairs of the home including a dedicated playroom. They also have access to an enclosed garden for outdoor play. Sleeping facilities are upstairs. The childminder is able to take and collect children from local nurseries and schools. There are currently four children on roll who are in the early years age range.

What the setting needs to do to improve further

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

- extend the opportunities for children to experience readily available everyday technology resources as part of their exploration and play.

Inspection judgements

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

The childminder plans effectively for children, who lead their play and engage well in what they choose to do. Children enjoy playing outside. They use cardboard boxes to build an aeroplane. They talk about the countries they are visiting, with one child suggesting Portugal or Africa. The childminder is proactive to extend children's learning by asking about the animals they may see in Africa. They engage in conversation about how hot these countries may be, and take turns to be the pilot of the plane. Later the children decorate their plane and build wings for it. They demonstrate the ability to play alongside one another well, with the childminder overseeing their play and interacting effectively to support their exploration and active learning. The children have made passports and use a suitcase for an additional prop, which means they stay engaged in the activity and are eager to take part. Children use face paints to paint one another's faces. The childminder sits alongside and uses discussions about colours and how the children may mix these to create a new colour. Children show they are independent and confident to choose their designs and follow the pictures as they copy the leaflet from the packaging. A child exclaims 'I need more orange' as she realises her face is not an exact match to the picture she is using to make her design. Younger children build castles in the sand. The childminder helps children to identify colours by offering choices of the red or blue bucket. The children are excited as the childminder lifts the bucket to reveal their sandcastle. Again the proactive childminder is quick to highlight to children that the pattern on the sandcastle resembles the bricks on the house. The childminder has a secure understanding of the learning and development requirements for the Early Years Foundation Stage. She uses children's interests and choices to promote their learning and

is effective in her interactions and teaching skills. The childminder has a good understanding of children's starting points and makes regular observations so that she can demonstrate to parents how their children are progressing. Her home and garden are very well-resourced overall, and therefore children are offered opportunities to develop and play actively both in and outdoors. Her assessments of children's achievements support how she can extend learning and plan for any minor gaps in children's development. The childminder uses her experience of working with children to think creatively about how children engage in their play, and are involved in what they do. Overall, she achieves this but has missed opportunities to support how children use everyday technology resources, for example by exploring further with mechanical toys, tape recorders, camera, mobile telephones, magnifying glasses, or binoculars. Nevertheless, children are making good progress in all areas of their development. They are very well prepared for the next stage of their learning.

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

Children have a warm bond with the childminder, who supports them in understanding about their health and well-being. She explains the importance of applying sunscreen lotion prior to playing outdoors and the importance of sitting in the shade and drinking water regularly. This helps children to be aware of their own safety and promotes their awareness of a healthy lifestyle. Consequently, children can play outdoors safely and have fun while benefiting from physical exercise and fresh air. Children enjoy their snack outside and choose from fresh fruits. They sit down to eat talk about their favourite foods, such as the 'juicy pears'. The childminder has a warm and caring approach, which means that children develop a secure emotional attachment to her. Her welcoming home offers children a broad range of stimulating toys and resources, which they can easily access. Children behave very well and understand their routines and the childminder's expectations. Older children use the toilet independently and understand the necessity to wash their hands after. All children have personal towels to dry their hands on, which in turn minimises any cross infection of germs. Younger children sleep according to their routines and the childminder monitors and checks the children as they sleep. The childminder provides nutritious and healthy meals and snacks and is aware through her discussions with parents of any allergies and preferences children may have.

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

The childminder demonstrates a good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder holds a current first aid training qualification and has completed training for positive behaviour management, food safety and for safeguarding children. She is appropriately aware of her responsibilities in relation to child protection issues. Therefore the childminder understands the procedures to take should she have a concern about a child in her care. The childminder risk assesses her home and outings well and therefore children can play safely both in the home and when away from it. The childminder

adheres to her policies and procedures, which are shared with parents. They therefore understand the procedures that promote their children's health, well-being and safety. The childminder's home is welcoming and inclusive and offers a safe and friendly environment for children to play and learn in. Children benefit from a broad range of resources and a dedicated play room. The childminder has secure procedures for documenting any accidents that occur or medication administered. The childminder has evaluated her practice well. Therefore, she is confident to explain the strengths of her setting including her previous experience of working as a nanny for various families. The childminder is confident to use the views from parents and children and has given good consideration to her ongoing improvement. Partnerships with other professionals are positive. The childminder has been proactive in establishing communication links with staff at the nurseries children attend. Partnerships with parents are very positive. The childminder feeds back to them through verbal feedback, and encourages parents to feel welcome to stay at the end of the day to talk about what children have been doing and the achievements they make. She encourages parents to look through their child's learn journal and invites them to comment themselves in relation to their observations of what children enjoy doing at home. There is also a daily diary system to further promote two-way communication. Parents are positive about the care their children receive. A parent writes that their childminder promotes her child's readiness for moving on to nursery. She adds that the childminder is 'caring and supportive' and that the childminder provides a 'fun, learning environment'. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She helps parents to understand how she plans for the seven areas of learning in the development records she provides for each child. The childminder knows the children well and therefore can plan for their routines and interests. Children are content and happy in her care. The childminder uses her accurate observations, which she complements with photographs to monitor children's progress. Her assessments of children's progress help the childminder to plan for children's next steps. Consequently, all children make good progress in relation to their starting points.

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	EY468020
Local authority	Wokingham
Inspection number	943986
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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, 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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