

Inspection date

Previous inspection date

04/09/2014

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

- Children are happy, confident and self-assured in this welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs.
- The childminder monitors and supports children's progress well. She ensures that activities are planned around children's interests and needs, and successfully supports children's development across the seven areas of learning.
- The childminder has a good awareness of safeguarding procedures. Detailed risk assessments are in place and she understands her responsibilities in keeping children safe.
- The childminder is continually improving and enhancing her service. Self-evaluation is accurate in identifying priorities for improvement to strengthen practice further.

It is not yet outstanding because

- The childminder does not use her garden as extensively as it could be to fully support children's outdoor learning experiences.

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 development 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.

Inspector

Melissa Cox

Full report

Information about the setting

The childminder registered in 2014. She lives with her partner and their child, in Woodley, near Reading, Berkshire. The childminder mainly uses the ground floor for childminding, with a bathroom and sleep room on the first floor. There is a garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range. The childminder holds an appropriate childcare qualification to level 3.

What the setting needs to do to improve further

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

- develop children's understanding of the world further, for example, by building on opportunities for children of all ages to engage in purposeful outdoor play.

Inspection judgements

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

The childminder has a secure understanding of how children learn through play. She provides a wide range of opportunities for children to develop their skills. She effectively uses her previous experience as a nursery practitioner, to support children to make good progress in their learning. The childminder identifies children's abilities by gathering information from parents when their child first starts. She continues to observe children and identify their next steps, which skilfully feeds into her daily planning. As a result, activities are tailored to match the future learning of individual children, allowing them to make good progress and support them in their next stage in learning, which prepares them well for school.

The quality of teaching is good and the childminder provides a wide variety of activities to successfully challenge children. She develops children's confidence and independence through encouraging them to select the toys and equipment that they want to play with. The childminder interacts effectively with the children getting down to their level to join in with their play choices. For example, she sits on the floor to help children complete a puzzle. She uses the opportunity to clearly reinforce specific words in order to support young children's developing vocabulary and extend their early language. She allows children time to find the pieces they need next and gently guides them to building the picture. During this activity, she adapts her level of questioning to suit the individual needs of each child. She models concepts such as big and small with one child, while exploring colours and shapes with another. This means that each child gets good levels of attention aimed at supporting and extending their specific learning needs. The childminder provides a bright and welcoming indoor environment for children to play. Toys and resources are

readily available. However, the childminder does not include the use of the outdoor space in her daily planning to further support children who prefer to play and learn outside.

Children's early communication and understanding is well supported. The childminder communicates with children effectively, through a running narrative, in which she extends children's communication skills as they engage in friendly conversation. Recent training on early communication has supported her to develop her resources and activities further and children benefit from the use of chatterboxes in their play. They enjoy commenting on photographs of their family as they pull them out of the boxes and recall places they have been together. Children have access to a wide variety of books and the childminder regularly takes the children to the local library to further develop their understanding of books and print. As a result, children are building their confidence to speak in a small group and develop their understanding of speaking and listening in preparation for school.

Partnerships between the childminder and parents are good and contribute to ensuring children's individual needs are met. The childminder talks to parents, when they collect children, about what they have been doing that day, which enables parents to continue this at home. Planning and next steps are displayed for the day and parents are given good levels of information about children's routines and care needs. This promotes continuity between the home and her setting. She provides opportunities for children's learning to be extended at home, through sharing ideas with the parents, and encouraging them to look at children's learning journals.

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

Children's confidence and self-motivation is promoted through the warm relationships they build with the childminder. The childminder takes time to get to know all the children well. As a result, children feel special and valued. Effective settling-in procedures are in place to support each child's individual needs. The childminder collects information from parents during the settling-in period to enable her to get to know the children and plan effectively following their individual needs and interests, helping them to settle quickly. As a result, children are emotionally secure and confident, moving around the environment with ease.

Children have a strong sense of self-esteem because the childminder is teaching all children to value and respect each other. The childminder provides consistent boundaries and has a firm but fair approach, so children know what is expected of them. For example, she makes sure they are sitting down when eating their snack to promote their safety and in order to follow the house rules. She encourages them to play together by introducing small group games and by taking turns with the toys and equipment. As a result, children are beginning to form special friendships and value each other. The childminder provides a range of good quality, age-appropriate toys and resources. Overall, she organises her home to enable children to make independent choices about their play. The childminder prioritises children's safety. She carries out regular fire drills and discusses the importance of road safety when they go on daily walks.

The childminder supports children in understanding about healthy lifestyles. Children's

independence is promoted, as the childminder encourages children to choose their snacks and feed themselves and drinks are available at all times throughout the day. The childminder ensures information is collected from parents about any allergies and individual dietary requirements to ensure children's health is promoted. Children have daily opportunities for fresh air. Visits to local amenities, such as the park and the local community facilities, provide children with opportunities to develop their physical skills, socialise with others and broaden their awareness of the community.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has a good knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder completes detailed risk assessments for the premises and for outings, to ensure any hazards are minimised and children are protected from harm. The premises are safe and secure and children are able to move around the environment freely and safely. The childminder is well organised and has effective policies and procedures in place, which support her good practice. All her documentation is well maintained to a very high standard and regularly updated when changes occur.

Self-evaluation and improvement planning are consistent, accurate and effective in bringing about future improvement. The childminder has support from a development worker and is proactive in enhancing her practice further to ensure children are being offered good opportunities to reach their full potential. Since registration, she has attended a number of courses and applied what she has learnt in her daily practise. She closely monitors her work in delivering the early years curriculum to children. She uses appropriate documentation to ensure children are making progress in line with the expected milestones and ensures that teaching methods are meeting children's needs. Parents' views are also sought through questionnaires about the childminder's services and through daily discussions. This helps the childminder, when considering the ways in which she can plan to make further improvements to her provision in the future.

The childminder works well with parents to ensure effective communication to complement children's learning and fully support them to make good progress. The childminder tracks children's progress effectively and provides parents with summary reports and the required progress check for two-year-old children. Parents' responses are very positive. They comment how on well their children have settled in and the good levels of progress they made in their learning. The childminder is very aware of partnership working to secure support for children with identified needs. She understands the need to work with other professionals to ensure early intervention, if necessary, so all children's needs are effectively met. Overall, the childminder provides children with a quality learning experience that is preparing them for the next stage in their learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY469733
Local authority	Wokingham
Inspection number	959694
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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