

Inspection date

Previous inspection date

16/07/2014

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 sets out her garden and indoor areas attractively, and provides a good range of resources that she uses effectively to promote their learning.
- The childminder develops a secure understanding of children as individuals, which enables her to support their learning and care needs effectively.
- Children enjoy a broad range of activities, outings and play experiences that help them make good progress.
- The childminder works closely with parents and staff of other settings that children attend, which helps to meet children's needs consistently.

It is not yet outstanding because

- At times, the childminder is quick to provide help for children rather than giving them some time to try to work things out for themselves.
- Occasionally, the childminder does not consistently extend children's learning by expanding on discussions with them. As a result, she does not take every opportunity to extend their learning.

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's activities, play experiences and their interaction with the childminder.
- The inspector viewed all areas of the home used for childminding, including the garden.
- The inspector sampled a selection of documentation, including children's records, the childminder's written self-evaluation records and policies.
- The inspector spoke to the childminder, when appropriate, about her work and interacted with the children present.

Inspector

Sheena Bankier

Full report

Information about the setting

The childminder registered in 2014. She lives with her partner and two young children in Thatcham, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The family has a pet rabbit, which is kept outdoors.

Local facilities are within walking distance, such as parks, schools and shops. The childminder is able to take children to, and collect them from, local schools and pre-schools. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder provides a service throughout the year at times arranged with parents. There are currently four children on roll in the early years age group, who all attend on a part-time basis. The childminder has a recognised childcare qualification and relevant experience of working with children.

What the setting needs to do to improve further

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

- enhance children's ability to solve problems by giving them more time to think about how they can do things by themselves
- strengthen opportunities for communicating with children to further extend their interests and learning.

Inspection judgements

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

Children make good progress in the childminder's care. She provides effective learning experiences, activities and outings to promote children's learning and development. The childminder gains information from parents about their children's initial skills, abilities and individual needs on entry to her setting. This enables her to plan successfully for children to encourage their ongoing progress. The childminder provides a theme, or topic, which she links activities, learning experiences and outings to in relation to the areas of learning. This helps to provide well-considered learning activities for children. The childminder completes regular evaluative observations, which identify children's achievements. She uses development guidance to ascertain children's levels of development, which means she tracks their progress securely. As a result, she is able to identify children's needs for further support or challenge in order to close any gaps in their learning. The childminder shares information with parents on an ongoing basis, including verbally, sharing children's progress records and daily diaries. She encourages parents to comment on their children's

progress, such as on written summaries that assess children's progress. This promotes a consistent approach to promoting children's learning.

The childminder provides good quality teaching to children. She provides effective activities and interaction, to support children's learning and progress. In addition, children develop good skills and abilities ready for the next stages in their learning, such as starting school. For example, children write their names on their artwork and the childminder raises their awareness of print by reading this out to them, and drawing their attention to the words. The childminder continually supports children's good awareness of mathematical concepts during activities, such as shapes, matching and counting. She takes children to social group activities, which promotes the development of their social skills from a young age, such as taking babies to toddler groups. The childminder asks good questions to promote children's thinking skills, and to support their communication and language development through discussions and conversations. However, occasionally she does not extend the discussions with children further by providing additional information. For instance, children talk about not being able to eat 'the green bit' of the strawberry when asked by the childminder. However, she does not extend the discussion, for example, by explaining what this part of the strawberry is called.

The childminder provides good help and encouragement to the children as they play and learn. However, sometimes she offers help too quickly and, as a result, does not always give children time to think about how they can solve a problem independently. Children use modern technology toys that, when they twist or press parts of the toy, light up or play sounds. They use their imaginations well as they role play with dolls and teddy bears. For example, children push them in the toy pram and slide them down the slide. This enables children to role play real and imagined experiences. The childminder provides resources in the garden that reflect all the areas of learning. This supports children effectively who learn better outside. For example, the childminder provides paintbrushes and water, and chinks for children to use their early writing skills, both on the easel and on the wall. Children practise their small physical skills well in different activities, such as putting a car track together and moulding play dough.

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

Children confidently move around the childminding environment deciding what they want to do and are happy to tell the childminder about activities they wish to take part in. This shows that children feel safe and secure in her care. Children develop positive relationships with the childminder who encourages them to talk to her about their lives and what they like to do. This enables the childminder to develop her understanding of children and, therefore, she is able to support and meet children's needs effectively. The childminder offers good settling-in arrangements, with visits to her home for parents and children before they begin to attend. She gathers written information about children's individual needs from parents, such as their routines and favourite activities, toys and books. This enables her to get to know children from the start. The childminder supports children at times of change well. For example, she discusses starting school with the children and the changes in routine. This gives children an opportunity to voice any

concerns they may have, enabling the childminder to provide any necessary emotional support for this change in their lives.

The childminder provides positive praise and feedback to children to enhance their sense of self-worth and confidence. She promotes turn taking and being fair. For example, she reminds her own child to allow minded children time to speak in conversations so that everyone has an opportunity to contribute to group discussions. Children learn about being responsible as they help the childminder with small tasks, such as carrying items for her and tidying up the toys and resources.

Children benefit from a welcoming and inviting environment. For example, there are low-level tables set out with resources, such as books, puzzles and play dough activities. These attract children's attention as they are at their level and attractively displayed. In addition, the childminder has recently added a storage unit to promote children's independent selection of toys and resources. The toys and resources are carefully stored in labelled boxes with pictures and words, which promotes children's early reading skills.

The childminder encourages children to be independent in their self-care, for example, by encouraging them to find and put on their shoes to go outdoors. She raises their awareness of being safe in the sun by talking about wearing hats outdoors. The childminder takes effective steps to protect children outside by using a gazebo for shade so that children can play safely in the hot weather. Children use different types of physical play equipment in the garden, at parks and at the soft play facilities they visit. These opportunities promote their muscle development and coordination. For example, babies enjoy crawling through pop-up tunnels. This promotes their confidence in exploring and investigating, and clearly promotes the development of their physical skills. The childminder reminds children about using physical play equipment safely and explains that they might hurt themselves otherwise. This raises children's good awareness of keeping themselves safe. Children learn about caring for plants and about how food is grown. For instance, they water the fruit and vegetable plants, and pick strawberries for their snack. Children help to wash the strawberries and understand they need to wash their hands before eating. This promotes their secure understanding of good hygiene practices and healthy lifestyles.

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

The childminder has a secure understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She keeps the required paperwork, such as maintaining accurate records of children's attendance and any accidents they may have in her care. The childminder completes thorough written risk assessments to identify potential hazards and dangers to children. She takes good measures to minimise risks to children, for example, by using relevant safety equipment. Children learn about safety procedures as they regularly practise the evacuation drill. The childminder has a secure understanding of safeguarding issues and the procedures to follow in the event of concerns arising about children's welfare. The childminder implements good hygiene

practices. As a result, she clearly supports children's good health and well-being.

The childminder has started to complete a written record to reflect her systems for self-evaluation. Through this record, she demonstrates that she is able to identify the strengths of her practice and service well. The childminder encourages parents and children to provide feedback and takes good account of this. For example, using their feedback she has purchased a storage unit that promotes children's independent choices in their learning. On her notice board she invites parents and children to make suggestions for additional toys and resources that they may like. The childminder is currently developing the range of resources that reflect diversity and makes good use of local facilities, such as the library, in order to raise children's awareness of the wider world. She keeps up to date with current childcare practice through receiving emails from the local authority development team. The childminder demonstrates a good capacity to maintain continuous improvement in the future and promotes good outcomes for children.

The childminder demonstrates a good awareness of her responsibilities to meet the learning and development requirements. She carries out required assessments of children's achievements, such as progress checks for two-year-old children, which she shares with parents. The childminder takes steps to work with staff at other settings that the children attend and to exchange information about the children's needs, to promote a consistent approach. She gains information about any current topics and themes that the children are involved in, which enables her to complement the learning they receive elsewhere. The childminder demonstrates a positive approach to helping children who attend other settings. For example, she accompanied another setting on an outing, which gave reassurance to a minded child who took part.

Partnerships with parents are good. Parents receive effective information about the childminder's service and their children's progress. The childminder shares her written policies with parents and provides them with a detailed information pack about her service. This enables parents to develop a good understanding of the service the childminder provides. The childminder communicates with parents well about their children, using verbal exchanges of information, written daily diaries, texts and emails to maintain ongoing effective communication with them. As a result, parents receive effective information about their children's time with the childminder, and the progress they make in their learning and development.

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. 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	EY472950
Local authority	West Berkshire (Newbury)
Inspection number	956194
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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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