

Inspection date

Previous inspection date

13/09/2012

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, safe, settled and secure in the childminder's care. Babies are forming appropriate bonds and secure emotional attachments with the childminder.
- The childminder has a good knowledge and understanding of each child's individual needs especially those who have special educational needs and specific requirements.
- Activities provided both inside and outdoors support all children's all-round development.

It is not yet outstanding because

- At times some space is not always used effectively to enable young babies to see the environment at different levels.

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 childminder was observed playing with the minded children.
- During the visit various issues were discussed and the children's diaries observed.
- Documentation was sampled and reviewed.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder re-registered as a childminder in 2012. She lives in Woodley, Berkshire. The childminder uses the whole of the house for childminding. There is an enclosed garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The childminder supports children who have special educational needs and/or disabilities. The childminder is also a foster parent.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is not registered to provide overnight care. She is currently looking after one child who is within the early years age

range on a full-time basis.

What the setting needs to do to improve further

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

- provide spaces that give young babies different views of their surroundings, such as a soft play area with different levels to explore

Inspection judgements

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

The childminder uses her many years experience as a childminder and foster parent to provide all children with a stimulating range of resources and activities which effectively promote their early learning. For example, babies are encouraged to begin to look at and feel a range of items in the treasure basket. Children who attend with specific and complex needs are supported well. The childminder uses her knowledge of the early learning goals to plan and provide a range of activities and experiences which take into consideration their ability, interests and stage of development. The childminder has just implemented an observations and assessment system which enables her to effectively identify where children are in their learning, plan future activities and to highlight their next steps.

The childminder has effective and stimulating activities and routines in place to help babies begin to develop their listening and early communication skills. These include talking and singing to them. Babies laugh with delight as the childminder sings action rhymes to them and thoroughly enjoy the childminder moving their arms to the song. Older children who attend after school are encouraged to talk about their school day and have great fun participating in a range of indoor and outdoor experiences that further promote their learning and development. These include building camps in the garden out of blankets and twigs. Older and younger children have many opportunities to participate in a range of activities and experiences together, for instance, creating a large picture outside with their hand and foot prints.

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

The childminder develops secure and trusting relationships with all the children helping them to feel safe and secure in her care. Babies demonstrate how safe and secure they feel in her care as they smile when they see her. The childminder continually sits with the young children supporting them in their early development. For example, holding and

moving a range of soft toys and resources above their heads so they can begin to track and follow objects. Babies receive lots of spontaneous cuddles and hugs and they snuggle up to the childminder as she looks at books with them. The childminder shows young children how pleased she is with their efforts. She uses a range of facial expressions and verbal praise which the young children readily respond to with chuckles and babbling noises.

The childminder and babies attend baby college where they participate together in a range of sensory, musical and physical activities and experiences. These include baby massage, yoga and listening and moving to music which encourage babies to begin to feel and be aware of different parts of their bodies. The childminder enthusiastically carries on with the experiences at her home to give babies lots of opportunities in a variety of ways to develop their physical skills. Babies are given their milk feeds in a calm, reassuring and comforting way. This is further enhanced as the childminder plays soothing music recorded by the parents, which they use at home as well, to help settle the child after their feed and before they go to sleep. Children who attend after school are given time to chill out, rest and relax before participating in a range of relevant activities.

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

The childminder has a secure understanding of her responsibility to meet the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. The childminder ensures children play in a safe environment as she has a range of procedures in place. These include the completion of a daily safety check to ensure any hazards are identified and minimised. Older children are reminded of safety issues, for example road safety procedures to follow when walking back from school with the childminder. The childminder organises the space in her home to enable babies to begin to roll and to begin to explore their surroundings, such as taking them out into the garden in a buggy or on the grass. However, there are limited opportunities for babies to view their surrounding from different levels. Children are safeguarded well in the childminder's care. She is vigilant and has a good understanding of her role in safeguarding children and the procedures to follow if she has concerns about a child in her care.

Children with specific educational needs are supported well and the childminder takes into consideration their differing needs each day when planning daily activities, outings and experiences. The childminder develops partnerships with a range of other professionals to ensure all children's needs and requirements are met. She also completes research on different disabilities, including the autistic spectrum, to help her understand how to deal with certain aspects of some children's behaviour. The childminder establishes open, professional relationships with parents that are warm and supportive. The daily diary and verbal conversations each day inform parents of the progress their children have made in her care. The childminder is committed to continuous development and regularly attends training to update her childcare knowledge. She has effective self-evaluation systems in place to help her identify her strengths and areas for further 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	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	EY432699
Local authority	Wokingham
Inspection number	784199
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
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

