

Inspection date	27/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 make secure attachments with the childminder. This as a result means they are confident and ready to engage throughout learning.
- The childminder uses detailed planning to create a stimulating environment and activities which capture children's interests and learning effectively.
- The childminder confidently engages children in play and promotes all areas of learning, with an emphasis on communication and language.
- The childminder has a good awareness of how children learn and effectively promotes children's learning through play, discussions and activities.

It is not yet outstanding because

- Although the childminder has a good range of toys and resources available these are not always freely accessible to the children to enable them to easily self select.

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

- Information about the inspection
- Discussions were held with the childminder.
- Observations took place at the children's care and learning.
- Documentation underpinning practise was sampled.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder has been registered since 2009. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age group, who attend on a part-time basis.

The childminder lives with her husband and daughter in Thatcham, Berkshire. The downstairs is mainly used for childminding with access to the first floor for sleeping and

additional toilet facilities. There is an enclosed 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 ways to enable children to self-select toys easily to aid their play and individual learning

Inspection judgements

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

Children are happy, confident and feel safe in the childminder's care. They have their individual needs very well met as the childminder is committed to promoting their all-round development. This includes ensuring she is familiar with and follows their daily routines. All children receive good one to one support, comfort and reassurance. This promotes their self-esteem and enables them to feel self-assured in the childminder's care.

Children enjoy the wide range of toys and resources available to them. However, these are not all easily accessible limiting the children's ability to self-select and extend their play independently. They quickly become absorbed in the activities on offer and their chosen games. They enjoy adult-led activities, such as exploring conkers and leaves, during which they effectively develop their communication, language and mathematical skills. The children enjoy the company of the childminder who assists them to explore and mix different coloured paints together. The childminder supports the children's learning effectively as she questions and talks to them about their activities, promoting their awareness of colours and early counting skills. The experiences provided help children to develop the skills needed for their future learning and development.

The childminder obtains information about the children's starting points during the initial meeting with parents. She then uses this information to aid the child's settling in, progression and interests. Planning and observational records are in place and support the children's development. Learning journals are individual and tailored to clearly show how children are progressing. The childminder is dynamic within her role and truly understands the way in which activities can be tailored to promote good learning outcomes for all children. This helps the children develop and achieve their full potential.

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

Children demonstrate a strong sense of security and feel safe within the care of the childminder. They show a good understanding of the expected standard of behaviour and apply this in order to keep themselves and others safe. Children have open discussions on safety, including being careful when exploring the prickly casing of conkers. They behave sensibly, as they help to tidy away, singing tidy songs as they do so.

Children gain a secure understanding of healthy lifestyles. They play in a clean, secure and comfortable homely environment. First hand experiences help children understand the importance of good personal hygiene routines. Effective role-play opportunities help children to learn about healthy eating and they are actively involved in preparing their own snacks.

Children have regular opportunities to play and explore the outside environment. They enjoy exploring their environment through walks in the community, collecting leaves and other natural materials, which they later use to create pictures. In addition the children enjoy playing together in the garden. The childminder makes good use of local venues, such as parks and toddler groups, which extend children's social and physical development.

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

The childminder has a robust understanding of how to protect children in her care. She is aware of the procedures with regard to child protection and knows who to contact should she be concerned about a child's welfare. The areas of the house used by minded children are well organised and enable them to move around freely and safely. The childminder meets all the learning and welfare requirements. She keeps clear accident records and a register of the children's attendance. She has a comprehensive set of policies and procedures, which underpin her daily practice and these are shared with parents. This contributes to children's well-being.

The childminder has recently started to evaluate her provision by effectively self-reflecting on the care and education she offers to the children in most areas. The childminder accurately identifies her strengths of providing a range of activities for the children and has a clear vision to pursue further qualifications in the future.

All required documentation is in place to support children's health and well-being. The childminder has developed good partnerships in care with the parents, sharing information regularly to ensure the children's needs are fully met. She understands the importance of extending this to other professionals, although this has not been fully implemented as yet because the children have only recently started with her. The childminder's good practice enables her to extend children's learning whilst working in close partnership with their parents and meeting each child's individual needs.

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	EY392946
Local authority	West Berkshire (Newbury)
Inspection number	810126
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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 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.

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