

Inspection date

Previous inspection date

07/11/2012

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 make good progress in their learning and development because the childminder has a secure knowledge and understanding of the Early Years Foundation Stage. Informative assessments are made and used effectively by the childminder to plan a broad range of activities which excite and interest children.
- The childminder's good understanding and implementation of the safeguarding and welfare requirements supports children's health, safety and well-being.
- The childminder takes children on a wide range of outings and walks in the fresh air which helps them to develop a healthy lifestyle and become aware of the local community.
- Babies and children's individual needs are met effectively as the childminder develops positive partnerships with parents and she respects their wishes and routines.

It is not yet outstanding because

- opportunities to promote children's early interest and independent access to books have not been fully explored.

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 inspector observed activities and interaction between the childminder and children during play inside.
- The inspector used a range of documentary evidence, including the childminders self-evaluation documentation and her records as evidence.
- The inspector also took into account the views of parents through reading references provided by them.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2012. She lives with her three children in Woodley, Berkshire. The whole of the house is used for childminding and the fully enclosed back garden is available for outside play. The childminder makes use of local facilities, such as

parks and toddler groups. The childminder can take and collect children from local schools. The family has two pet cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She also provides overnight care. She is currently looking after three children who are within the early years age range on a part-time basis.

What the setting needs to do to improve further

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

- create a book area where books are attractively displayed for children to enjoy and share

Inspection judgements

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

The childminder is confident in her knowledge of how children learn through play. She plans a broad range of age appropriate activities for each child which takes into consideration their age, ability and interests. The childminder ensures all plans and activities offered cover the prime and specific areas of learning. As a result, all children are making good progress in their early learning and development. Older children's views are sought and wherever possible the childminder includes their suggestions in her plans. For example, children asked if they could have a Halloween party so the childminder arranged one and invited the children's parents as well. All children had great fun in helping her prepare the house for the party.

The childminder has a secure knowledge and understanding of how to promote the learning and development of young children. She sits on the floor to fully engage and play with them and develops their very early language skills at every opportunity. She talks to babies who have not yet learned to talk and responds well to their non-verbal language and gestures. Young babies enjoy a range of bright and colourful resources which they eagerly look at, feel and explore. The childminder is well prepared with the next activity ready, as she is well aware of babies and young children's short attention spans. Babies enjoy exciting toys and resources, such as a treasure basket with different textured objects and items made by the older children for them. The childminder develops children's interests in books, such as promoting 'World Book' week, by asking parents to bring in their child's favourite book from home. However, children currently cannot

independently access a wide range of books when they require looking at or sharing with others. Puppets are used very well by the childminder to promote children's development. For example, younger children love looking at and watching them move and older children enjoy playing with them and using their imagination. Children learn about nature, the environment and the local community as they go on a variety of outings with the childminder. These include visits to the zoo and walks around the park looking at the colours of the leaves. All children are developing their senses in a variety of interesting ways as they look at and feel lava rock from Iceland and smell lavender bags. The childminder effectively uses everyday events and routines to develop children's early understanding of number, for example counting the numbers of shoes, socks and playing counting games.

The childminder obtains information from parents regarding their child's starting points and assesses their stage of development against the guidance in order to plan accurately for their next steps. The childminder has devised and implemented her own observation and next steps system for each child which includes photographs of the children and examples of their work. These clearly identify the prime areas of learning that she is concentrating on for the youngest children and the specific areas of learning that children progress through as they develop. These are linked effectively to the Development Matters and are shared routinely with parents. The childminder totally involves parents in the development of their child as she informs them of the next steps she is working on to enable them to continue to promote this when at home. The childminder has some knowledge of the two-year-old progress check and has booked on a course to increase her knowledge and meet the needs of current children attending. The childminder provides an inclusive environment for the children attending. For example, treating girls and boys equally and celebrating a range of festivals and events in children's lives. Although the childminder has no children on roll who have Special Educational Needs or English as an additional language she is very aware of the importance of seeking support for these children and how to do this.

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

The childminder builds caring relationships with the children, which promotes their well-being and ensures they feel secure. Children are encouraged to learn from each other and to show respect for the environment. The childminder has effective behaviour strategies in place. These include consulting with the children about the house rules and the reasons why they are in place. Good relationships exist between the minded children and the childminders' family. Babies receive lots of spontaneous cuddles and hugs and they snuggle up to the childminder as she plays with them. The older children show care and concern for the babies and younger children offering support and help when required. This enables the minded children to feel a sense of belonging and part of her extended family.

All children enjoy and use an exciting range of resources as most of them are readily accessible in the conservatory and other areas of the home they use. Babies thoroughly

enjoy the treasures baskets which are very tactile and have great fun looking at the different colourful shakers the older children have made for them. Children have many opportunities to develop healthy lifestyle as they play outside in the fresh air, go on regular walks and visit activity play centres. A wide range of outdoor resources in the childminders garden enables the children to balance and climb and further promotes their early physical development. Older children are beginning to be aware of healthy eating as the childminder provides food which is healthy, nutritious and popular with them. They readily help the childminder plan future menus which include their favourite meals, such as pesto pasta. Babies are fed their bottle in a reassuring and comforting way helping them to feel settled and secure. The childminder works very well in partnership with parents to ensure young children's routines and sleep patterns are followed.

The childminder places a high priority on keeping children safe. She has a comprehensive range of risk assessments in place and she completes daily safety checks. Children are encouraged to think about their own safety in a variety of ways, for instance while they play and through discussions they have with the childminder. They also regularly participate in the fire evacuation procedures so they are aware of the steps to take in an emergency. The childminder has effective systems in place to help older children be ready for and the transition to other settings. For example, she talks to them about the pre-school or school they are moving onto and what is going to happen helping the children to feel confident and secure about the move.

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

The childminder prepared well for the revisions to the Early Years Foundation Stage and has been able to implement these effectively from the start. She demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's extremely good safeguarding knowledge and her thorough implementation of health and safety procedures help to protect children from harm. The childminder is confident in her knowledge of the learning and development requirements and has effective systems in place to monitor and observe children's progress. She effectively uses the observations she makes to plan varied and stimulating activities which all children thoroughly enjoy and readily participate in. This ensures they learn in a fun environment which the childminder adapts and caters to meet all of their individual needs.

The childminder builds strong partnerships with parents. They are well informed about the childminder's practice and the requirements of the Early Years Foundation Stage as part of the settling-in process. This also includes giving new parents a "what is Ofsted" document which explains the regulations and requirements she has to meet as a childminder. They receive good information daily by their chosen method, such as daily diaries, e-mail, texts and verbal. The childminder is committed to involving parents as much as possible and regularly arranges outings for parents, their children and herself to participate in. Parents

make many positive comments in their reference letters. These include how very reliable, warm and fun the childminder is and how she truly cares for the children and their welfare. The childminder has established partnerships with other providers sharing care. She finds out about planning themes at the pre-school so that she can link the children's learning and use for discussions. She meets with key people and liaises between them and the parents to support children's development and care.

The childminder is committed to providing a high quality service to children and their families. She effectively carries out self-evaluation to identify ways of making continuous improvements. This includes a parents' questionnaire to gain their feedback, which is all positive. The childminder talks to older children to find out their opinion on activities and uses her observations to evaluate if her provision meets the needs of the youngest children. The childminder has prioritised the need to continue to develop the outside to enable children to play outside in all weathers when they choose to.

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	EY434054
Local authority	Wokingham
Inspection number	798282
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	3
Number of children on roll	3
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.

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.

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