

## Inspection date

Previous inspection date

27/11/2012

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 benefit from the calm, warm and caring relationship that clearly exists between them and the childminder. She is very aware of each child's individual needs and requirements.
- Children make good progress because the childminder devotes so much time and attention to them, participating in their play well and communicating both clearly and consistently with them.
- 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.
- Parents are fully involved in all aspects of children's care and learning. They are provided with detailed information about their child's learning and progress.

### It is not yet outstanding because

- Photographs of family members or familiar objects with a link to their home life are not used to help children begin to show an interest in books, or to promote their early communication and language skills fully.

## 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 observations made on children and the childminder's records as evidence.
- The inspector also took into account the views of parents by reading the parental questionnaires and 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 husband and two children in Lower Early, Berkshire. The childminder uses the whole of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local

facilities, such as toddler groups, libraries, children's centres and parks. The childminder can take children to and collect them from local schools. The childminder supports children who are learning English as an additional language.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after three children who are within the early years age range on a full and 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:**

- extend children's interest in books and further support their early communication skills, for example, by making family books using small photo albums with photos of family members, significant people in the child's life and familiar objects.

### **Inspection judgements**

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

Children enjoy playing and learning in a welcoming, child-orientated environment. The childminder knows each child well and recognises each child has their own personality and characteristics. She ensures all children are fully included in all the activities, outings and experiences she provides. Children are supported very well by the childminder who devotes all her time and attention to them. For example, she sits next to them on the floor when they are playing offering support, guidance and extending their learning. The childminder interacts very well with the children. She follows up their individual interests well in order to promote their learning through play. For example, asking the children to count how many spoons they each have when they are using the role play kitchen. Children thoroughly enjoy participating in a range of activities to promote their writing skills. For example, finger painting and using a range of crayons. Children are developing their early communication skills as the childminder continually talks to them about their play. For example, asking them to begin to make the sounds for or name the items they are playing with. However, photographs of their families and familiar objects are not available to encourage young children to recognise and begin to say the names of family members and develop further their interest in books. The childminder uses her experience in singing and dancing to encourage children to develop an interest in singing and dancing. They all dance together and sing familiar songs such as, 'jelly on the plate' and

'Old Macdonald had a farm'. This also helps develop their early physical and co-ordination skills.

Children are beginning to be aware of the local environment as they enjoy the walks to local parks, children's centres and toddler groups. These visits also give the opportunity to mix and socialise with others and develop their confidence. Children have many opportunities to develop their early imaginative skills. The new role play kitchen is a great success and all children readily pretend to make food and use the different range of utensils with growing confidence. Good use is made of the outside area to encourage children's learning in all weathers. They enjoy putting their wellingtons on and jumping in the puddles and playing outside in the rain. The childminder provides an inclusive environment for the children attending. She encourages the children to begin to be aware of different festivals, cultures and events in their own lives. Children who attend with English as an additional language are supported well as the childminder, at times, speaks to them in their own language.

The childminder has a secure knowledge of the Early Years Foundation Stage and the seven areas of learning. She takes great care in planning and provides a stimulating and exciting learning environment for children, both indoors and out. The childminder obtains information from parents regarding their child's characteristics, abilities and their starting points. This enables the childminder to put in place flexible plans which provide children with interesting and challenging experiences and activities. As a result, children are making good progress in their early learning and development. The childminder has implemented an observation system which highlights children's progress under the Development Matters in the Early Years Foundation Stage guidance. She clearly identifies the areas of learning that she is concentrating on with each child, records their progress and identifies their next step. These records help her to complete the four weekly reviews which she shares with parents. This review also helps to identify to parents where their child is in their learning, to enable them to support their child at home. The childminder intends to use this information when she comes to complete the two-year-old progress check with the parents. The childminder demonstrates a secure understanding of how to help children to move forward in all areas of learning so that they are ready for future transitions to nursery, pre-school and school.

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

The childminder creates a welcoming, stimulating, and safe environment where children are happy, have fun and demonstrate they feel safe and secure. They readily become part of her extended family and show great delight in being in her home and company. Children's behaviour is managed in a positive manner and regular praise and encouragement from the childminder develops children's self-esteem. Children are encouraged to learn from each other, share toys and to show respect for the environment. They are aware of the routines in place such as, to take off their shoes indoors and readily help to tidy away the toys when required. Good relationships are in place with all the

children who play alongside each other or include each other in their play. Children who become upset are immediately comforted and reassured by the childminder until they feel settled. Children demonstrate how safe they feel in her care as they readily approach visitors to the home to show them their toys and include them in their play.

All children are motivated and readily self-select the resources they wish to use from the good selection of toys and resources in the playroom. The childminder ensures these are displayed attractively and easily accessible to them. Children readily select the toys they wish to use with a purpose and reason. For example, choosing the number blocks which are a favourite. Children are beginning to be aware of safety issues, including their own safety and the safety of others by gentle reminders from the childminder. For example, not to throw the toys as they could hurt someone. The childminder helps children to be aware of the safety in her home as they practice the emergency evacuation procedure with her.

Children's health and physical development is promoted well. The childminder provides nutritious snacks and meals, and children are encouraged to try new foods and make healthy choices. Younger children's sleep and eating routines are followed in consultation with the parents to ensure their individual needs are met and catered for. Outdoor play in the garden or outings in the local community enable children to benefit from plenty of fresh air. The childminder effectively uses the large space she has in her home to promote children's physical development. For example, she has a large indoor area where children can ride scooters, kick footballs and play with a range of other equipment to develop their skills. Children are encouraged to develop their self-care skills and independence in a variety of ways including putting on their shoes, cardigans and they can access their drink when they require.

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

The childminder demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's secure knowledge of safeguarding procedures help to protect children from harm. She is very conscious of her duty to protect children in her care at all times and she is aware of the procedures she should follow if she has any concerns. The childminder uses her childcare knowledge of how children develop and learn as they play to meet the learning and development requirements. Plans in place are suitable, relevant and encourage children's early curiosity to try out new activities and experiences. The childminder has recently moved and she has ensured all the areas of her new home used for childminding are safe. She makes effective use of the risk assessments she completes to minimise accidents within her home and to keep children safe on outings. The childminder is very well organised and all required documentation to support children's well-being is in place and updated and reviewed when required.

The childminder establishes professional, honest and supportive relationships with parents. All relevant information regarding the care and welfare of the children is exchanged through texts during the day and verbal discussions at beginning and of the day. The childminder ensures all parents read her policies and procedures to ensure they are aware of her childminding service. Parents make many positive comments in their parent's reviews, questionnaires and reference letters. These include how happy their children are and the excellent progress their children have made in her care. Although currently no children in her care attend any other childcare setting, the childminder is aware of the importance of developing relationships with other settings the children attend to provide consistency in their care and learning.

The childminder is passionate about her role as a childminder and her responsibility to the children in her care. She demonstrates a strong commitment to continuous development and improvement. For example, by attending further training to ensure she is up to date with current requirements and guidance. The childminder effectively monitors and reflects on her practice in a variety of ways including seeking the views of parents and other childminders to help her to identify her strengths and areas for further development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY445765
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	804613
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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