

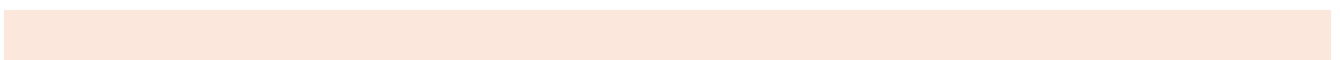
Inspection date	04/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides children with an exceptionally warm, nurturing and inspirational learning environment. The childminder treats all children in her care with great affection. They feel very safe and secure owing to their close relationship with her.
- Children are extremely happy and motivated to learn. An extensive range of resources is in place; these are easily accessible to all children and they have uninterrupted time to play and explore.
- The childminder has an excellent knowledge of children's interests and current motivations and includes these in her plans. Robust assessment systems further ensure all children make excellent progress in all areas of their learning in relation to their starting points and capabilities.
- The childminder has established positive relationships with parents. There is an excellent two-way flow of information enabling parents to be highly involved and engaged in their children's 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
- 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 children's learning journeys and the childminder's records as evidence.
- The inspector also took into account the views of parents by reading references provided by them.
- The inspector spoke with the childminder and children 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 their child in Reading, 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 family has a pet cat.

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 two children who are 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:

- make books with children of activities they have been doing, using photographs of them as illustrations.

Inspection judgements

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

The childminder expertly uses her childcare experience and knowledge in all areas of her childminding service. This includes planning an exceptional range of inspirational, interesting activities and experiences for children. These cover all areas of learning, each child's interests and individual needs. As a result, every child makes excellent progress and is fully prepared for their next stage in their development. Children are very enthusiastic towards learning and participate in an amazing range of activities, outings and experiences both indoors and outdoors. For example, children have great fun playing outside in the rain and jumping in the puddles. The childminder skilfully adapts activities and experiences to meet each child's interests and individual needs. For example, older children weigh the ingredients for cooking and younger children experiment and explore the mixture. The childminder successfully participates and supports children with their chosen activities. She uses her sensitivity and knowledge of how children learn to decide when to interact. This enables children to experience challenge, develop their curiosity and have a go first rather than be told what to do next.

Children's communication and language is fostered exceptionally well by the childminder. She continually asks children challenging questions to help them think and develop their understanding. For example, asking children questions about their play and the animals in the storybook. Children have great fun mimicking the noises and sounds of the animals linked to the alphabet puzzle. They are confident to do this in the presence of visitors and

the childminder. This helps them to develop their speaking skills in a confident, fun and interactive way. The childminder fosters children's literacy skills extremely well through a wide variety of books and activities. Children readily choose the books they wish to look at from the attractively displayed books, which are linked to the current theme. They thoroughly enjoy having a story read to them and enthusiastically join in by predicting what might happen next. Children show great delight as they look at the photographs in their learning journal. However, they currently cannot independently access photograph books of themselves or begin to record what they have been doing with the childminder. Children's mathematical skills are developing well as the childminder uses everyday activities and routines. For example, she talks to children about the shapes they are making out of play dough.

Children have many exciting opportunities to learn about nature, the environment and the local community. For example, they go on bug hunts in the local woods, visit toddler groups and visit other childminders, which enables them to socialise with their peers. Children thoroughly enjoy participating in a wide range of creative activities and experiences. Younger children make shakers filled with a variety of materials to create their own snowman for the Christmas display. The childminder has an outstanding knowledge of inclusive practice. All children and their families are made extremely welcome, valued and respected. The childminder encourages children to begin to value diversity and the lives of others and they readily celebrate festivals and events in each child's life together.

Excellent relationships with parents and other settings the children attend enable the childminder to gain information regarding children's starting points and learning already achieved at home. This ensures she can effectively plan for, and focus on, their starting points and next step in their learning. Each child has a very comprehensive and informative learning journal. This includes photographs, examples of work and the observations and assessments the childminder makes. These are used very effectively by the childminder to record children's progress and to help her complete the two-year-old progress check. Parents regularly access their child's journal and they record their comments regarding their child's development. This helps parents to be totally involved in their child's learning at home. The childminder fully supports children moving on to other settings. These include talking about and visiting the school or nursery with the child and arranging for them to meet the staff. This helps ensure children are confident, positive and happy with their transitions on to another setting.

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

The childminder is very enthusiastic and thoroughly enjoys looking after children. As a consequence, children are exceedingly happy and secure in her care. Children play enthusiastically with the childminder as she provides a very warm, nurturing child-orientated family environment. Children can independently access an amazing, good quality and inspiring range of resources. They are bright, colourful and relevant. The

childminder stores resources at their height to enable them to make their choices. Pictures on the front of the storage boxes enable younger children to become familiar and recognise the toys.

The childminder communicates very closely with parents before children start, to gain knowledge and understanding about children's individual care plan and health requirements. The childminder knows each child extremely well and is very well aware of their individual characters and personalities. Children show great delight in her company. They readily include her in their play and sit up close to her for cuddles or when they look at books together. This demonstrates how exceptionally confident, safe and secure they feel in her care. The childminder organises her home extremely well to enable children to move around freely and sit at the table for their snack and art and craft activities.

Children are encouraged to take risks in a safe and manageable way meaning they gain in self-confidence and have high aspirations for themselves. For example, they enjoy climbing on logs in the woods. Children are aware of the steps to take when crossing the road or in an emergency as the childminder takes time to explain and demonstrate to them the procedures to follow. She gently reminds them of safety issues while they play, helping them to realise the consequences. For example, what could happen if they leave the small shape pieces on the floor when younger children are present. Role play situations are used effectively to help reinforce safety issues as children enjoy pretending to be fire fighters. Children behave very well. They are aware of the boundaries and routines in place and respond immediately to any request from the childminder, such as tidying the toys away. The childminder is an excellent role model as she is calm and patient. She continually offers praise and encouragement and helps children to recognise and be proud of their achievements. This also helps children develop their confidence and self-esteem. Excellent relationships are in place between all the children including the childminder's family. All children include each other in their play, negotiate fairly, share suggestions and take turns when required. Children develop a strong sense of belonging due to attractive displays of their artwork. This also enables them to readily show their parents and visitors their achievements.

Children have many opportunities to benefit from, and be out in, the fresh air daily. They play in the garden, local country parks and visit activity playgrounds. This helps them to develop a healthy lifestyle. Children are becoming independent in their self-care skills as the childminder encourages them to put on their own boots, hats and jumpers before they go out. Children's physical skills are developing very well. They use a range of equipment in their play such as large tweezers which they use to try and pick up items. The wide range of outings enables children to play football and use a range of sports equipment. Children can readily access their drink when required and make healthy choices when they choose the fruit they wish to have at snack time. The childminder sensitively explains to children why they use hand gel when out and why they have separate towels in the bathroom. This helps children to develop an understanding of good hygiene procedures to follow.

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

The childminder is extremely dedicated to her childminding service. She has an excellent understanding of her responsibilities to children and to meet all the requirements of the Early Years Foundation Stage framework. She organises her day exceptionally well to provide all children with a highly stimulating and welcoming environment. The childminder's excellent understanding of the learning and development requirements enable her to meet each child's learning and development needs exceptionally well. The very comprehensive and informative assessment procedures enable her to readily identify where children are in their learning. The childminder expertly uses the observations she makes to plan varied, rich and stimulating activities, which all children thoroughly enjoy and readily participate in. This ensures they learn in a caring and fun environment, which the childminder adapts to meet their individual needs.

Arrangements to safeguard the children are very good. The childminder is very conscious of her duty to protect children in her care at all times. She has attended safeguarding training to ensure her knowledge is up to date. She is aware of the procedures she should follow if she has any concerns and ensures children are never left unsupervised. Children play in a safe environment as the childminder gives high priority to providing a safe environment for them. For example, she undertakes daily safety checks and completes a range of risk assessments on her home and outings.

The childminder establishes outstanding professional and supportive relationships with parents. Relevant information regarding the care and welfare of their children is exchanged daily through verbal discussions and the daily diary. The childminder very effectively uses the diary to include and record the progress their child has made that day. This helps parents to be fully informed of the progress their child is making and to support them at home. Parents make many positive comments in their reference letters. These include how wonderful, warm and friendly the childminder is and the fabulous job she does looking after them. They are very pleased with the progress their child has made and the quality of the learning journals. The childminder understands the importance of her responsibility to develop partnerships with other settings the children attend to provide consistency in their care and learning. She has obtained information from other settings the children used to attend, and has made links with other settings they are going to move on to.

The childminder has high expectations of her practice. She strives to offer children the best possible care and opportunities to learn and develop. She enthusiastically implements new ideas, different and exciting activities and resources. This enables children to flourish and develop exceptionally well in her care. The childminder continually improves her childcare knowledge through attending courses and liaising with other childminders to discuss childcare issues. For example, the childminder has attended training on the recent changes to the Statutory Framework for the Early Years Foundation Stage. The childminder consistently reflects on what she has learnt and if required, implements them into her practice. Self-evaluation is outstanding because the childminder continually

reviews her practice in a variety of ways. She has completed the Ofsted self-evaluation form and reviews her policies and procedures regularly. Parents' and children's views are regularly sought and action taken on them if required. These measures enable her to highlight areas for further development and improvement to benefit all children in her care.

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
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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.
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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.
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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.
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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.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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	EY448385
Local authority	Reading
Inspection number	803097
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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