

<b>Inspection date</b>	07/01/2013
Previous inspection date	11/03/2010

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## **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 individual time and attention to them. She readily supports and participates in their play helping them to develop new skills.
- The childminder has a good understanding and implementation of the safeguarding and welfare requirements to support children's health, safety and well-being.
- The family home environment is very welcoming to children and their parents. A stimulating range of resources are readily accessible enabling children to make independent choices.

### **It is not yet outstanding because**

- Although parents can access their child's learning journal on a regular basis they are not given the opportunity to contribute their comments regarding their child's development and learning to these journals.

## 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 references provided by them.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.

### Inspector

Anne Faithfull

## Full Report

### Information about the setting

The childminder registered in 1999. She lives with her husband and two children in Tilehurst, West 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 and parks. The childminder can take children to

and collect them from local schools. The family have a pet dog.

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 year's 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:**

- strengthen the existing arrangements for parents to be fully involved in their child's learning and development by, for example, providing opportunities for them to contribute to their child's learning journal.

### **Inspection judgements**

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

The childminder has a good knowledge and understanding of how to promote the learning and development of all children in her care. She has a very secure knowledge of how children learn effectively as they play. As a result, all children in her care are making good progress in their early learning and development. She uses her many years of childcare experience to plan for and provide children with a wide range of learning opportunities, activities and experiences. These effectively promote children's development in all areas and help them to move onto their next stage of learning and development. For example, children thoroughly enjoy the cooking sessions and role play activities. These activities help the children to develop their senses, mathematical skills and promote their early imagination. The childminder is very caring and supports children well in their play. She sits on the floor with the children to fully engage and play with them. Children are developing their early communication and language skills well. For example, the childminder continually talks to them and helps them to begin to name and make the sounds of the animals in the book they are looking at together.

The childminder has a good understanding of each child's individual needs and starting points in their learning, through her close communication with parents before their child starts. The childminder records the observations she makes on the children and effectively uses the observations to identify where a child is in their learning and to plan for their next steps. Each child has a learning journal which includes the observations she makes, examples of their work and photographs. The childminder shares the learning journal with

the parents to help inform them about their child's progress. However, parents do not have the opportunity to add their comments on their child's learning and progress at home, for example, in the journal. This means continuity in children's learning between the home and setting is not fully effective. The childminder also intends to use the children's journals to help her complete the two-year-old development check when required.

Children learn about the local environment, community and nature in a variety of ways. For example, they go on regular walks, visit local shops and look at the different coloured fish at the local garden centre. Regular visits to toddler groups and visits to other childminder's and their friends enable children to play and socialise with others. Children are beginning to develop an understanding of responsibility and caring for others as they thoroughly enjoy helping the childminder to groom, walk and feed her dog. The childminder effectively uses everyday play, events and routines to encourage children's early understanding of number. For example, children count the play food items they are putting in their basket and the number of eggs they are using in the cake mixture. The childminder encourages the young children to develop positive attitudes towards diversity and equality. For example, watching the Paralympics together and talking about people with disabilities.

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

The childminder has well-organised resources and she makes learning fun, visual and interactive for the children. For example, wicker resource baskets situated on the floor of the playroom enable the young children to readily select the resources they wish to use. This enables them to begin to develop their confidence and decision making skills. The childminder also organises the space in her home well to meet the individual needs of each child. For example, children who are learning to walk are able to move around freely holding onto the furniture if required. Children show they feel safe and secure as they readily approach visitors to the home and include them in their play. Children's emotional well-being is fully fostered, as the childminder is very calm, caring and has a reassuring approach with them. Children readily approach her for cuddles and show great delight when they see members of her family arriving home from a bicycle ride. The childminder is a good role model and children's achievements are highly praised by facial gestures and comments enabling them to begin to develop their self-esteem and confidence.

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. Sleeping children are constantly monitored as the childminder uses a visual monitoring system to ensure she can continually observe children who are sleeping. Children are beginning to be aware of safety issues and their own safety. For example, the childminder gently reminds them about safety issues as they play and by regularly practising the emergency fire evacuation and road safety procedures with her.

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 range of outdoor resources in the childminders garden further promotes children's early physical development. The childminder works successfully with parents to make sure the food they provide for their children is healthy and nutritious. Children are developing a good relationship with food as they are able to eat their food at their own pace and they receive support from the childminder when appropriate.

### **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 requirements of the Early Years Foundation Stage. The wide range of written policies and procedures in place are followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding of the procedures she would follow should she have a safeguarding concern about a child in her care. The childminder is confident in her knowledge of the learning and development requirements. She has effective systems in place to monitor and observe children's progress. She effectively uses the observations she makes to plan flexible, relevant and stimulating activities. These encourage children's early curiosity to try out new activities and experiences, helping them to learn in a homely environment which the childminder adapts and caters to meet all of their individual needs.

The childminder develops good and trusting relationships with parents. Information is shared daily in a variety of ways to meet the needs and requirements of the young children. The daily diary helps parents to be aware of how their child has spent their day and the progress they have made. Parents make many positive comments in their reference letters. These include how happy their children are in her care, the wide range of toys and resources provided and her caring and flexible approach. All parents stated how they would thoroughly recommend her to others. Parents appreciate how she works in partnership with them to meet the individual and specific needs and routines of their young children. The childminder effectively monitors and reflects on her practice which helps her to identify her strengths and areas for further development. She is committed to on going development and updates her knowledge in a variety of ways including recently attending training on the revised Statutory Framework for the Early years Foundation Stage and completing a safeguarding course.

### **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

<b>Unique reference number</b>	117024
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	813537

<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/03/2010
<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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