

Inspection date

Previous inspection date

10/01/2013

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 exceptional Early Year's practitioner has an excellent understanding of how children learn and develop. She provides an exciting, stimulating environment and skilfully enables each child to reach their full potential as they are enthusiastically interested and involved in their learning.
- Children flourish in a setting where they are at ease, settled and secure in a homely environment. They form significant relationships with the childminder, co-childminder and others.
- The childminder establishes highly successful partnerships with parents and others in order to actively meet children's individual needs. Innovative ideas through the use of a photograph album accurately show the service on offer. She shares information daily through discussion and day sheets and parents contribute to learning records which she shares frequently.
- Children make significant strides in their learning and development through the skills of the childminder who skilfully engages and extends children's learning and development. The childminder provides an exciting, awe inspiring environment both indoors and outdoors where children play an active role and their needs are constantly her top priority at all times.
- The childminder has a comprehensive understanding of the service she offers. Her passion to continually improve her setting is clearly apparent as she continually reviews and reflects on her practice identifying ways to make further improvements.

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 took into account the views of parents through letters and emails shared with the inspector.
- The inspector observed the children having their snack, lunch, self-care skills, being put down and waking from their sleep.
- The inspector observed the children playing in the lounge/dining area, upstairs playroom and garden.
- The inspector spoke with the childminder at appropriate times throughout observations and discussed the way the childminder evaluates her practice and her understanding of safeguarding.
- The inspector observed food preparation and examined documents including children's records, tracking, planning policies and procedures.

Inspector

Mandy Gannon

Full Report

Information about the setting

The childminder registered in 2012. She works from her co-childminder's home in Thatcham near Newbury, Berkshire. The downstairs rooms and a designated upstairs play room are used for minding. There is a fully enclosed back garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of these four are in the early years age group. The childminder is an experienced Early Year's practitioner and has an NVQ 3 qualification.

What the setting needs to do to improve further

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

- extend further opportunities in mathematical development for children to measure weight and length both indoors and outdoors.

Inspection judgements

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

The childminder is a skilled early year's practitioner with many years experience and has a thorough understanding of how children learn and develop. Children thrive in an exciting, enabling environment both indoors and outdoors and enthusiastically access an amazing, range of toys and resources. All children freely make choices and decisions from labelled low-level boxes and shelves which show the written word and pictorial signs. The setting is fully inclusive and uses photograph albums to remind children of toys and activities available and to help them choose. The childminder has actively sought key words where children learn English as a dual language, promoting the value of home languages, and has included them in children's play and learning. For example, as a child learns to count they can view the number in both English and Bengali.

Children excitedly use the outdoors learning environment, which has an extensive range of toys and resources covering all the areas of learning. The childminder's inspirational ideas have created an exceptional learning environment with innovative ideas. For example, old

saucepans and utensils form a sound line where children enthusiastically make music. Children explore the natural world as they visit the pond, and look at laminated pictures of different birds they may see in the garden. Windsocks, streamers and three-dimensional models blow in the wind enabling children to investigate the natural world and the effects of the wind. Children enthusiastically run in the garden as they chase and kick balls to one another. They investigate the sand pit, predict if the sand will be wet or dry, and inquisitively explore the water trails left from recent rain. Children develop their understanding of the world around them, as they are actively encouraged to recycle. The childminder ensures that babies have sufficient space to move about freely, promoting their physical development as she changes their position from sitting, to lying on their back and then on their tummy. Toys are far enough away to encourage the baby to stretch forward and as they roll forward the childminder allows and encourages them to move themselves. Although they initially become frustrated as their arm is under their body they successfully manage to free their arm and roll over. Babies enjoy exploring treasure baskets and different textures.

Children settle exceptionally well due to the caring skills of the childminder who is a calm, consistent role model and goes out of her way to meet the individual needs of each child. Children are settled and secure due to the highly effective skills of the childminder who is aware of home routines and fosters them closely in the setting. She excels at developing excellent partnerships with parents and will do all she can to meet children's needs keeping everyone informed. The childminder's ideas are inspirational; she has produced a photograph album to share with parents detailing the available resources and toys and activities children participate in order to give parents a more accurate view of the service. The photograph album begins with a picture of the property and includes children waving goodbye to their parents, photographs of the day and places they visit. Parents play an active role in their children's learning and development through daily discussions, information sheets and the regular sharing of development records. Parents are encouraged to contribute their observations from home and any special mementoes they add to the 'wow' tree. As a result, highly effective partnership working enables the childminder to have an excellent understanding of each child's individual needs and abilities providing the best possible outcomes for children in her care.

Children flourish because the childminder actively involves and engages each child. The stimulating, informative environment develops children's understanding, such as the creative area in the playroom which shows different coloured cans of paint and the colours you get by mixing different ones together. Children enthusiastically participate in creative activities and know they must mix blue and red paint to make purple and predict which colours combine to make pink. They successfully use tools as they make holes using hole punches and enjoy mark making and begin to give meaning to what they draw, explaining 'this is the eyes'. They use different painting and printing techniques using fruit.

Children excitedly participate in role-play as they invite others to join them in their plastic box boat. They skilfully use oars to negotiate in the space. The childminder asks excellent questions to make them think such as, 'how will you know where the land is?' and 'will you be able to see the land from the boat, as it might be a long way away?' Children decide they will need binoculars which they excitedly use and explain what they see. Children enthusiastically participate as they confidently follow actions and sing songs to music

played. They skilfully use a wide variety of musical instruments as they play in rhythm to the music and differentiate sounds, playing loud and quietly. Children love books and benefit from an excellent range of both fiction and non-fiction books, regularly visiting the local library. Children count confidently to 10 and beyond and the childminder develops their understanding in everyday activities. Props are available for their play as they count seven apples for seven dwarfs and develop an understanding of one less if they eat one for snack and that Geraldine the large toy giraffe in the garden is bigger than them. An extensive range of resources supports children's mathematical development in most areas through innovative tactile number lines, calculators and tills, although opportunities for children to measure weight and length are not fully developed. Children are encouraged to use a wide range of tools and resources, using construction equipment to make a reindeer, identifying that the antlers come out of their head and skilfully using a camera to take a photograph of their efforts. Superb teaching accurately challenges and extends children's learning. Children are fully engaged to explore independently and make significant strides in the learning and development.

The childminder has a fully comprehensive understanding of the needs of each child. She has an accurate record of starting points and successfully completes meticulously focused observations and an assessment. Using the Development Matters guidance she effectively tracks children's progress. As a result, all children flourish in the setting. The childminder has an accurate understanding of the requirement to complete two-year progress checks and has put in place processes to undertake these with parents. The childminder takes extensive steps to meet the individual needs of each child and works tirelessly with parents in order that those needs are met to the best of her ability. For example, she offers support to parents on weaning and sleeping routines.

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

The childminder has taken significant steps to fully identify risks and minimise potential hazards. Thorough daily checks and written risk assessments are in place, promoting the safety of the home, garden and places that children visit. Children develop a comprehensive understanding of safety as the childminder talk to them about safety in day-to-day routines. For example, when using a knife to cut apples she reminds them that the knife is sharp and follows safe practice replacing the cover back on the knife after use. Children talk about safe practice through role-play, such as they would have to swim fast if they fell out of the boat. Purposeful strategies are in place for the evacuation of the premises, with a floor plan and evacuation procedure on display. The childminder makes visitors aware of evacuation points and regular drills support children's knowledge of what to do in an emergency. Children develop a highly effective understanding of what contributes to a healthy lifestyle as they access the outdoors all year round protected by the use of all weather suits and umbrellas. Babies are able to sleep outdoors in the fresh air where they are suitably dressed, and the childminder checks them frequently. Children eat well and are able to eat sufficiently to satisfy their appetites as they have second helpings. The childminder provides healthy, nutritious meals ensuring they are correctly balanced to suit individual dietary requirements. All foods are prepared on site and the childminder has obtained a food hygiene certificate. Fridge and freezer temperatures are

monitored to ensure the safety of all foods. Children develop an excellent understanding of food that is good for them through posters displayed near the table, learning about different foods that they and other family members like and dislike. The childminder promotes exceptional standards of health and hygiene throughout the premises and in the kitchen where different coloured chopping boards are used to prevent contamination, and aprons and a hat are worn when preparing food. Pictorial posters promote and remind children to wash hands and individual towels are in place to minimise cross infection.

The childminder is passionate about her role and her efforts are limitless to provide the best service she can offer. She provides a calm, nurturing and homely environment where children are at ease and individual needs are met. All children, even those who have only been attending a short period, are at ease and secure. They form strong attachments to the childminder, co-childminder and others, they play happily and co-operate well with others. The childminder has a thorough knowledge of babies' needs, engaging in playful interaction and ensuring one-to-one support is given. Children are confident and eager to explore this exciting, enabling child-friendly environment. The childminder acts as a calm, consistent role model offering praise, reassurance and smiles to develop children's sense of confidence, security and well-being. For example, she encourages and supports an older child as they enthusiastically wish to share a book with the baby. Children play extremely well together successfully supported by the childminder as they develop their understanding of taking turns and sharing.

Children's behaviour is excellent as the childminder gives each child individual attention. She skilfully differentiates activities to meet and include all children. She promotes care and respect for one another and supports and develops children's understanding of the needs of others. For example, older children are aware to be gentle when playing with the baby and without prompting talk quietly and gently, they share resources as they offer their friend an oar and a pair of binoculars as they row the boat and show care and consideration to others. The childminder has an accurate understanding of aiding transitions from her previous early year's role in a nursery.

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

The childminder has a thorough understanding of the requirements. She is an experienced, knowledgeable Early Year's practitioner and provides a highly impressive service. She is dynamic in providing an outstanding home based provision where her drive and commitment is exceptional. Innovative ideas successfully engage with parents and are thought provoking. The childminder has a thorough knowledge and understanding of child protection procedures, and has completed safeguarding training. Comprehensive policies and procedures are in place, which the childminder regularly reviews and shares with parents. Accurate documentation maintains thorough recordings of accidents, incidents and medication administered promoting children's welfare.

The childminder has excellent processes in place to reflect on the service she offers, and together with her co-childminder, they complete a self-evaluation document acting

immediately on any areas to develop. For example, they identified in the Development Matters guidance that young children should have their feet firmly on the floor or footrest at mealtimes and acted immediately replacing the highchair. The childminder actively seeks the views of others including parents and children. The childminder goes out of her way to establish exceptional partnerships with parents and others, in order to best meet the individual needs of each child in her care. Several parents praised the childminder through letters and emails for the inspector. For example, they stated that their child has 'come on leaps and bounds in terms of their physical and social development' and, 'we find the daily report cards very informative so we know he is getting a broad range of interaction and experience'. The enthusiastic partnership working successfully identifies next steps to narrow any achievement gaps in learning and development. As a result, children thrive in the setting and reach their full potential.

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	EY447852
Local authority	West Berkshire (Newbury)
Inspection number	805304
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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