

<b>Inspection date</b>	15/01/2013
Previous inspection date	12/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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**

- The family home environment is welcoming for both children and their parents. A very good range of resources is easily accessible enabling children to make choices.
- Children are happy and settled. The childminder has a good understanding of children's individual needs, successfully promoting their emotional well-being.
- The childminder builds good and supportive relationships with parents, with lots of two-way information sharing. This contributes effectively to children's good developmental progress.
- The childminder's good understanding and implementation of the safeguarding and welfare requirements effectively supports children's health, safety and well-being.

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

- Photographs of family members or familiar objects linked to their home life are not used to extend children's interest in books, or to further develop their communication and language skills.

## 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 questionnaires 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 1993. She lives with her husband and their three children in Lower Earley, Berkshire. All areas of the home are used for childminding and the fully enclosed back 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 from local schools. 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 in 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:**

- extend children's interest in books and further support their early communication skills, for example, by making family books with photos of family members and 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**

The childminder uses her many years of childcare experience and knowledge to provide children with a homely learning environment. The childminder provides children with a wide range of interesting activities and experiences for children to enable them to learn as they play. As a result, children thoroughly enjoy their time with her and are making good progress in their early learning. The childminder ensures all activities cover all areas of learning, each child's interests and individual needs. This helps children be prepared for their next stage in their learning. 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 mathematical skills are developing well as the childminder uses everyday activities and routines. For example, counting the steps they take to the park and weighing the ingredients for cooking sessions. Unexpected events are used effectively by the childminder to extend children's learning and curiosity. For example, children had great fun trying to catch snowflakes and the childminder talked to them about how snow is made. Children are developing their early communication and language skills. The childminder continually talks to the children and names 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 extend their interest in books. Children have regular visits and outings to local toddler groups, farms and other childminders. These outings help children to be aware of the local community and a chance to meet and socialise with others. The childminder provides children with a range of role play items and resources. For example, children's favourite

action hero models, play houses, dressing up clothes and puppets. These help children to develop their imagination and role play skills.

All children and their families are made very 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. Good and supportive 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 or in the setting. This ensures she can effectively plan for, and focus on, their starting points and next step in their learning. Each child has an informative learning journal. This includes photographs, examples of work and the observations and assessments the childminder makes. These are regularly shared with parents so they can continue to support their child's learning at home. The childminder is aware she has to complete a two year old progress report and already has some documentation in place to enable her to do this when required. Good systems are in place to help children move onto school. These include taking about the teachers and looking around the different areas of the school. This helps children to become familiar with the layout of the school and ensure a smooth transition.

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

Children happily play in a warm and nurturing child-orientated family environment. They demonstrate how safe and secure they feel in her care in a variety of ways. For example, they talk to visitors and move around the home with confidence. Children can independently access a wide range of toys and resources as they are stored at their height. They confidently choose the resources they wish to use and explore. The childminder is a good role model. As a result, children say please and thank you when appropriate and help to clear the table at lunchtime. Older children show care and concern for the younger children as they sit and read a book to them. Children readily include the childminder in their play and happily snuggle up to her as they fall to sleep. This demonstrates how safe and secure they feel in her care.

Children are encouraged to take risks in a safe and manageable way meaning they gain in self-confidence and are willing to try new experiences. They are aware of the steps to take when crossing the road or in an emergency. This is because the childminder takes time to explain and demonstrate to them the procedures to follow. Daily outings, visits to the playground and walks give children the opportunity to be in the fresh air and begin to understand about healthy lifestyles.

Children are becoming independent in their self-care skills for example the childminder supports and reminds them if and when they need to use the potty. Children's physical development is promoted well as children use a range of resources, such as stacking play bricks, and they readily climb on outdoor equipment in the park. Mealtimes are sociable occasions as the childminder and children all sit together around the table. Older children readily talk to the other children and the childminder about their morning at pre-school. This also gives children a sense of belonging. Younger children are encouraged to begin to

feed themselves through gentle support and guidance from the childminder.

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

The childminder thoroughly enjoys her role. She has a good understanding of her responsibility to meet the welfare and safeguarding requirements. A range of written policies and procedures are in place and followed by the childminder to ensure children's welfare. The childminder is aware of her duty to protect children in her care at all times and she has recently completed an up-to-date refresher safeguarding course. She is aware of the procedures she should follow if she has any concerns and ensures children are never left unsupervised. As a result, arrangements to safeguard the children are good. Children play in a safe environment as the childminder completes a range of safety checks each day and has completed a risk assessment for every outing. 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 caring and fun environment, which the childminder adapts and caters to meet all of their individual needs.

The childminder establishes professional and supportive relationships with parents. All relevant information regarding the care and welfare of their children is exchanged through a variety of different ways. These include verbal two way discussions and a daily diary. Parents make many positive comments in their completed questionnaires. These include how very happy they are with the care and stable environment provided and how much their children love coming to her home. The childminder develops secure partnerships with other settings the children attend. For example, she meets and talks to staff about the themes and topics they are following. This enables her to continue to extend the children's learning at her home and ensure continuity of the children's care.

The childminder monitors her service in a variety of ways including reflective practice. She demonstrates good awareness of her strengths and areas for further development. For example, establishing an area in her garden for the children to plant and grow vegetables. The childminder is totally committed to on-going development in order to improve the outcomes for children. She regularly updates her childcare knowledge in a variety of ways including accessing the Ofsted web-site for updates. She regularly participates and communicates with other childminders through childcare forums. This enables her to share best practice ideas and suggestions with other childminder and childcare professionals.

### **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.

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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.

## 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	148377
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<b>Local authority</b>	Wokingham
<b>Inspection number</b>	814140
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	3 - 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>	12/10/2011
<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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