

Inspection date	30/01/2013
Previous inspection date	15/03/2011

The quality and standards of the early years provision	This inspection:	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

- Children settle well in the childminder's care due to the sensitive settling-in procedures.
- Children enjoy a wide range of toys and they benefit from a broad range of activities, outings and play experiences. This supports children's learning and development strongly.
- The childminder has effective partnerships with parents and other settings children attend.
- Children form warm, positive relationships with the childminder and each other.

It is not yet outstanding because

- The childminder does not always consistently promote children's mathematical learning during everyday situations.
- The childminder at times does not always consistently extend younger children's language skills by providing additional words and sounds during play and activities.

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 viewed the areas of the home used for childminding.
- The inspector observed the childminder and children playing and interacting together.
- The inspector viewed comments from parents about the childminder's service and practice.
- The inspector sampled the childminder's paperwork, including records of children's progress.
- The inspector asked the childminder questions in relation to her understanding of the Early Years Foundation Stage and her work.

Inspector

Sheena Bankier

Full Report

Information about the setting

The childminder registered in 1994. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group. The childminder lives with her husband and

two adult children. The family live in Thatcham, Berkshire. The downstairs of the home only is used for childminding. There is an enclosed garden for outdoor play. The family has a pet cat. Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- develop further use of mathematics, such as counting in everyday situations.
- develop babies and toddler's language development further, for example, by providing additional words and sounds, and encouraging children to imitate these.

Inspection judgements

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

The childminder provides effective activities to promote children's learning and development. She tailors activities well to the children's individual needs through effective planning. As a result, children make strong progress in their learning and development. The childminder carries out regular observations of children's learning and development. This enables her to identify children's achievements and next steps of learning accurately. The childminder completes summaries of children's progress and shares these with parents and other settings children attend. She demonstrates a strong understanding of carrying out required checks for two-year-old children. She consistently exchanges information with parents and other settings. This enables all parties to work effectively together to promote children's progress in their learning and development. .

Children benefit from a broad range of activities, play experiences and outings. These support children well. For example, while out on a walk older children collect leaves, which they count, and compare the size, shape and colour. This makes effective use of the outdoor environment and promotes older children's mathematical development. The childminder counts consistently during play activities with the younger children, such as when building towers with bricks. However, counting during everyday routines is not always consistent to further promote children's mathematical development. The childminder chats to the children as they play with toys and reads books. This provides

good support for children's communication and language skills. While playing with toys with younger children, the childminder names the animals in the pop-up toy. This helps children make good links between words and objects. The childminder does not always offer additional words or sounds to extend children's language skills further. For example, the sounds the animals make to encourage younger children to imitate these as part of their learning. Children benefit from good interaction with the childminder. This promotes their interest and good motivation to learn. Children demonstrate they develop effective concentration skills, for example, babies persevere in posting shapes.

Children benefit from sensitive and effective settling-in processes. The childminder invites parents and children to visit her together. This enables the parents and children to get to know the childminder and the new environment. The childminder offers settling-in visits and gradually builds up time the children spend with her prior to starting. She develops consistent routines on arrival, such as waving out of the window to parents as they leave. This enables children to leave their parents confidently as they follow familiar routines each day. The childminder provides effective activities which enable children to develop the skills in order to be ready for school. Children benefit from activities that support their writing skills and letter recognition, such as tracing activities. The childminder positively encourages children to develop good concentration skills, for example, by completing a puzzle together.

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

The childminder develops warm, positive and caring relationships with children. This promotes children's feelings of being safe and secure in the childminder's care. Children settle well and demonstrate they are happy in the care of the childminder. Children benefit from cuddles and reassurance from the childminder and build good relationships with each other. The childminder has an effective understanding of children as individuals and their backgrounds. This enables her to support children effectively. Outings to social groups support children in developing their social skills with other children and adults. These outings promote children's independent skills as they access different play resources and activities.

Children develop strong levels of self-esteem and confidence as the childminder provides ongoing effective praise and encouragement. The childminder provides children with boundaries and information to promote their understanding of behaviour expectations. The childminder and children practise road safety daily as they walk to and from school, and regularly practise the evacuation procedure. This develops children's good understanding of safety practices.

Children have access to a wide range of toys and resources. The childminder rotates the toys and puts out a variety of resources daily and children make independent choices. She positively encourages and responds to requests for alternative toys and resources.. Children enjoy playing in the garden and visiting the nature reserve and nearby parks. As a result, children benefit from fresh air and different types of physical activity. This promotes children's good health, as they are physically active and promotes their physical

skills, for example, they learn to climb and balance using play equipment. Children help take care of the childminder's pets, such as feeding them. They learn to wash their hands to keep themselves healthy after handling and feeding the pets. Children learn about where their food comes from by growing vegetables in the garden. This develops children's understanding of eating healthily.

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

The childminder demonstrates a good understanding of her responsibilities to meet the Early Years Foundation Stage requirements. She effectively reviews and updates her information, such as written policies to bring these into line with changes in regulation. The childminder ensures she updates her first aid training promptly by booking training prior to her current certificate expiring. This means she is proactive in ensuring she meets the requirements.

The childminder has a good understanding of safeguarding issues and the procedures to follow in the event of concerns arising about children's welfare. She has updated her knowledge and understanding through further training. The childminder carries out effective risk assessments for her home and outings. She takes good steps to minimise potential dangers to children, for example, by locking dangerous items away so they are inaccessible to children.

The childminder develops her practice and understanding through additional training and using reference books. She demonstrates a strong commitment to undertaking future training to extend her ongoing practice. The childminder works closely with parents and children, welcoming their feedback about her service. This supports the childminder's good self-evaluation process. The childminder monitors her provision through regular reviews and training. She uses these to update her practices, such as planning, observation and assessments. This enables the childminder to take effective steps to monitor children's progress closely and to promote their learning further.

Effective communication and partnerships with parents and other settings children attend are in place. This enables the childminder, parents and other setting to work well together to meet needs of children. The childminder provides good information to parents through daily discussions to exchange information about children's daily needs, and learning and development progress. As a result, children benefit from consistent care and learning experiences.

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.
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	510224
Local authority	West Berkshire (Newbury)

Inspection number	814336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	15/03/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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