

Inspection date

19/02/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress because the childminder devotes so much individual time and attention to them. She readily supports and participates in their play and helps them to develop new skills.
- Children settle quickly with the childminder who provides a secure, warm, caring and welcoming environment where children have familiar routines. This means that they develop a strong sense of belonging.
- The childminder develops strong relationships with parents and other settings the children attend, which helps to promote consistency in children's care and learning.
- The childminder has a good understanding and implementation of the safeguarding and welfare requirements to support children's health, safety and well-being.

It is not yet outstanding because

- Outdoor areas are not yet used to their full advantage to provide opportunities for children to investigate the natural world and extend their 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.
- The inspector used a range of documentary evidence including the observations made on children and the childminder's records as evidence.
- The inspector 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 2012. She lives with her family 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 and parks. The childminder can take children to and collect them from

local schools. The family has two cats.

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 five children in the early years 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:

- improve the use of outdoor areas to give opportunities for investigations of the natural world, for example, by providing wind chimes, streamers, windmills and bubbles to investigate the effects of wind.

Inspection judgements

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

Children benefit from a well-presented, interesting, and calm learning environment. The childminder creates an environment that is very much in line with children's interests and provides suitable support as they play. As a result, children show curiosity, develop their independence, and are developing preferences in their play. Children participate in a wide range of interesting activities and experiences that enable them to learn as they play. 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. This helps children to develop their confidence and to try new experiences and activities. As a result, children are making good progress in their early learning. All the activities and experiences offered by the childminder also help children to develop skills for the future and to prepare them for the next stage in the learning.

The childminder has very flexible daily plans in place which take into account each child's abilities, moods, spontaneity and interests. The childminder takes her role very seriously and promotes a strong and open relationship with parents. For example, parents contribute to their child's initial assessments, sharing what their children can do when they begin with the childminder. This enables the childminder to get to know children's individual needs and personalities and helps her identify their starting points to form a basis of her assessment of their progress. The childminder records the observations she makes on the children in their individual learning journal. She effectively uses the observations to identify where a child is in their learning and to identify their next steps. The childminder shares the journals with parents to inform them where their child is in

their learning so they are able to continue to support them at home.

Young children are developing their early communication and language skills well. For example, the childminder continually talks to them and names items they are playing with. The childminder effectively uses older children's interests in books to extend their communication skills and literacy. For example, they sit and read books together. This also gives children the opportunity to begin to recognise familiar words. The childminder effectively uses everyday play, events and routines to encourage children's early understanding of number. For example, she asks children to find three bananas for her when they are out shopping. The childminder effectively uses these shopping trips to extend all children's learning. For example, she encourages children to name various items they see and talks to younger children about the different colours of the fruits. Children's imaginative skills are developing well. They readily choose from a wide range of role play costumes and resources. For example, they enjoy using the cash registers in their role-play.

Children learn about the local environment and community in a variety of ways. For example, they go on visits to a local country park. These visits enable children to begin to explore nature in a variety of ways including looking at the animals. However, the childminder does not yet effectively use her garden to extend children's learning and understanding of the natural world, such as observing the effects of the weather or exploring the soil. Regular visits to toddler groups and visits to other childminder's and their friends enable children to play and socialise with others. The childminder encourages the young children to develop positive attitudes towards diversity and equality. For example, they readily celebrate events in their lives. The childminder ensures children who also speak another language as well as English can access books in their home language. Children develop an understanding of the world through the early technology toys they are encouraged to use. They lift flaps, press buttons on toys, which light up, and make musical sounds.

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

The childminder has a warm and caring manner. As a consequence, children feel safe and strong attachments clearly exist between them and the childminder. Children's individual needs and routines are discussed fully with parents so that there is a shared approach to the children's welfare. The childminder has a very inclusive approach, which means children are happy and settled. She carefully considers how she can promote children's individual development. For example, she makes sure there are always low-level toys and suitable resources available for the young children to independently access when they require. This helps children to develop their confidence and decision making skills. Children's emotional well-being is fully fostered, as the childminder is very calm and caring, and has a reassuring approach with them. 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.

Children have many opportunities to develop a healthy lifestyle as they play outside in the

fresh air, go on regular walks and visit activity play centres. These visits enable children to use a range of large outdoor equipment to help them experience, challenge and develop their physical skills. Older children are able to rest and relax as they require after a busy day at school. A range of outdoor resources in the childminders garden further promotes children's early physical development. The childminder sensitively guides and supports children in developing their self-help skills. For example, helping a young child to begin to hold and drink from a beaker. The childminder attends to personal care routines for toddlers with attention to reducing the risk of cross-infection. Such diligence helps children maintain good health. Children enjoy the healthy meals and snacks prepared freshly by the childminder. She also takes into account and adheres to any specific dietary needs or preferences of the children and parents.

The childminder ensures her home is safe, secure and suitable for children. This is because she has a comprehensive range of risk assessments in place and completes daily safety checks. 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 road safety procedures on their outings. Children demonstrate they feel safe by moving around independently and following routines happily. For example, children communicate they are ready for their sleep by finding their comfort blanket. When children reach the appropriate age to start nursery or school the childminder has effective procedures in place to support their transition. This means that the move to a new setting is a positive experience for them.

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

The childminder has made a successful start to her childminding service. She has a good understanding of her responsibilities in meeting the requirements of the revised Early Years Foundation Stage, including the learning and development requirements. She demonstrates a secure knowledge of the areas of learning and undertakes regular observations of children, which she has started to use to influence her planning. She knows the children well and uses this knowledge to inform her planning. The childminder is aware to complete assessments of two-year-olds in her care. To help prepare for this she has obtained guidance on how to complete the assessment. The childminder effectively uses her initiative to obtain further information, such as using the internet for guidance. As a result, she has found a system that clearly shows how well children in her care are making progress.

The childminder understands her responsibility to safeguard the welfare of the children. She has up-to-date knowledge and understanding of child protection matters and knows the procedures to follow if she has a concern about a child in her care. 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. The childminder shares her policies and procedures with parents to ensure they are fully aware of her responsibilities as a childminder and the service she provides.

Although recently registered, the childminder has already established thorough systems of self-evaluation, reflecting well on her practice. She demonstrates a good awareness of her strengths and areas for further development. For example, she has devised a questionnaire for parents to give their views about aspects of her service. The childminder actively seeks information to build upon her existing skills and knowledge, which will improve the outcomes for children. This demonstrates the childminder's commitment to continuous improvement.

The childminder develops strong relationships with parents. She gathers useful information from them at the outset, which enables her to provide a good level of care, and she shares ongoing information about children's progress. Daily verbal exchanges enable parents to be aware of how their child has spent their day and any progress made. Parents make many positive comments in their reference letters. These include how supportive the childminder is, how happy children are and settled in her care. Parents also comment how she has surpassed their expectations and the warm, welcoming and friendly environment she provides. The childminder has developed secure partnerships with other settings the children attend. She receives emails from the setting regarding the plans and themes they have in place to help her extend the child's learning. The childminder also talks to staff when she collects the children to share information if appropriate. This ensures consistency in each child's care and learning.

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	EY445872
Local authority	Reading
Inspection number	882025
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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