

**Inspection date**

25/02/2013

Previous inspection date

13/11/2008

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 3

**The quality and standards of the early years provision**

**This provision is satisfactory**

- The childminder provides a child-friendly play environment with a suitable range of toys and activities and outings, so children develop skills in all learning areas.
- Children are confident and secure in the childminder's care because she is calm patient and they develop warm caring relationships.
- The childminder ably promotes children's welfare needs and she keeps them safe in her care.

**It is not yet good because**

- Partnerships with parents are not fully effective. Parents do not contribute to their children's development records through sharing their observations and planning together for children's learning.
- The childminder is not fully confident in her understanding of how to implement the progress check for children aged two years.
- The self-evaluation process does not thoroughly identify areas for improvement in order to make continuous changes that will enhance outcomes for children.

## 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 children in the early years age group present during the inspection.
- The inspector observed the childminder's practice and talked to her throughout the inspection.
- The inspector reviewed documents presented by childminder and briefly sampled policies and children's records relating to the Early Years Foundation Stage and Development Matters, including children's development records and observations.

## Inspector

Carol Willett

## Full Report

### Information about the setting

The childminder registered in 2007. She lives with her husband and two children one of whom is primary school age. They live in a house in the Woodley area of Reading. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has seven children on roll, of these two are over eight years and three are in the

early years age group. The childminder takes and collects children from local schools and preschools. She is a member of the National Childminding Association.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- obtain written parental consent to take children on outings

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

- develop understanding of learning requirements of the Early Years Foundation Stage, in order to effectively complete the progress check for children aged two years
- improve systems for self-evaluation in order to identify priorities for improvement and develop effective actions plans to overcome weaknesses, involve parents and children in the process
- enhance systems to involve parents in their children's learning by sharing and contributing to the children's development records, in order to have complete pictures of children's achievement and plan for their progress.

### **Inspection judgements**

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

The childminder provides a secure learning environment where children are happy and settled. They make sound progress in their development as the childminder provides a suitable range of toys and activities. Children develop well in independence as they freely move between rooms to select toys and play. The childminder is considering ways of how to organise the playroom to make the toy storage more attractive. The childminder sets out toys based on the children's interest, which encourages them to play together as they develop role-play scenarios. For example, currently children are interested in using the play kitchen so she makes sure this is always available in the playroom. They enjoy pushing the dolls in the buggy as there is a new baby brother in the family. The childminder provides a good balance of adult-led and child-initiated play. For example, she provides a modelling dough activity to extend children's role-play and physical and manipulative skills. The childminder uses sound teaching strategies to extend learning.

She models the use of tools and talks to children about what they are doing. This helps develop children's language and communication skills well. The childminder responds well to children's request for help as they use a monkey type modelling dough tool, explaining to them how to make it work. These measures enable children to continually develop their skills and stay interested in play. Babies and young children enjoy the use of toys that supports their physical skills and early technology skills. They push buttons and become excited by the sounds and lights. The childminder demonstrates how to press the buttons. She encourages children to have a go and uses lots of praise which helps to build their confidence. The childminder helps children learn about shapes, colours and numbers as they play and they enjoy looking at the wide range of books and complete jigsaws.

Children freely access a good range of toys and play equipment some of which is stored in easily accessible boxes. This enables children to choose what they want and initiate their own play. Children are busily engaged in play and enjoy a wide range of activities and outings to develop their all round learning. The childminder knows each child well, and she responds well to them managing the difference in ages effectively. She responds well to children's non-verbal communication noticing when they are tired, not well or need nappy changes. Babies enjoy cuddles as they have their bottles, developing close bonds with the childminder. The childminder talks to parents daily about children's time in her care as children are collected. However, parents are not fully involved in contributing to children's development records. This means the childminder may not have as full a picture of children's achievements in order to effectively plan for their maximum progress. The childminder records her observations and includes photographs of children's achievements in a development record for each child. She links this to the areas of development. The childminder has a sound working knowledge of the developmental stages in each area of learning. However, she is not fully confident in how to implement the progress check for children aged two years. This means she may not identify when children need early intervention. She plans to attend training to develop her understanding.

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

The childminder is caring and attentive and she quickly develops close relationships with the children. This enables them to feel secure and settle quickly in her care and confidently separate from their parents. She provides good support to the children as she plays alongside them. Children are happy to independently explore the toys and activities, and they seek out the childminder when they need support and help. Children behave well overall. The childminder makes children aware of their boundaries, which she consistently follows. She provides lots of praise and encouragement so children learn about acceptable behaviour. The childminder provides opportunities for children to learn to share and take turns, such as when using modelling dough tools. Children develop a sense of responsibility as they help to tidy up the jigsaws to get ready for lunch. They develop good self-esteem and show pride in their achievements as the childminder gives them lots of praise. This further develops their good behaviour and helps them gain the confidence

they need for the transition to their next stages in learning.

Children develop a secure understanding of good personal hygiene because the childminder introduces regular daily routines. Children know that they must wash their hands before eating and cooperate well in nappy changing routines. The childminder follows good hygiene practice which minimises the risk of cross-infection. She organises her time effectively and daily routines well so children have time for free play rest and to have their meal times in a calm unhurried manner. Babies sleep and feed according to their needs as the childminder is skilled at recognising their non-verbal communication. She liaises well with parents so she knows about the baby's changing needs.

Children develop a good awareness of healthy lifestyles. The childminder provides good opportunities to develop children's physical skills as they go for walks and enjoy using the garden. They further develop their confidence and skills using the larger equipment in parks and indoor soft play areas. Children learn how to keep themselves safe through consistent reminders by the childminder about using toys safely. For example, she reminds older children the baby walker is for babies only to sit in. She talks about using the straps for the baby in the bouncing chair so he does not fall out. Children enjoy healthy snacks of fruit and their drinking cups are freely accessible so they learn to drink when they are thirsty. Parents currently supply healthy food in their children's lunch boxes for their children which the childminder stores appropriately. They all happily sit safely at the table in booster seats as they develop good manners and social skills through the gentle encouragement of the childminder.

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

The childminder has a good understanding of her responsibilities to safeguard children. Children are closely supervised and the childminder's home is secure. All adults in the house have been checked. The childminder has suitable written policies and procedures about child protection and complaints. She shares them with parents. This means they all have a sound awareness of what action to take should they have any concerns about the children. The childminder effectively promotes children's safety in her house and on outings. She identifies risks and takes steps to minimize hazards. For example, she has a safety gate in the kitchen to prevent children's access to the cooker. She talks to children about road safety and fire evacuation. She encourages children to know about safe behaviour and to recognize hazards such as toys on the floor.

The childminder has a sufficient knowledge and understanding of the learning and development requirements. She uses the Development Matters guidance to plan and provide a suitable range of activities. She plans activities to enable all children all ages of children to be included. The childminder has positive working partnerships with parents. She shares her policies with parents and she obtains relevant information when children start in her care in order to meet their individual needs and home routines. The childminder discusses a sound range of information with parents so that they know about

their children's day. She establishes good working relationship with other day care settings that children attend in order to share information so children receive consistent care.

Overall, the childminder keeps her documentation and record keeping in generally good order. Contracts and information about the children are generally well-organized, which underpins children's well-being. However, the childminder does not fully meet the welfare requirements of the Early Years Foundations Stage. She does not have written parental consents to take children on outings. She does verbally inform parents where she takes the children so this has limited impact on children's wellbeing. She thought she had this consent as she provides a form for parents to sign.

The childminder takes some steps to improve her practice. She has done some training since her previous inspection to improve her skills and knowledge. She now completes regular observations and an assessment of children's learning. She has recently completed training in safeguarding and changes to the early year's framework to update her knowledge. However, self-evaluation processes are not sufficiently robust to identify all weaknesses and ensure continual improvements and parents are not fully involved.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY348475
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	844104
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/11/2008
<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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