

Inspection date

Previous inspection date

26/02/2013

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

- The childminder has a very good understanding of children's individual abilities and personalities. She supports them well, helping them to make good progress.
- The childminder has a good understanding and implementation of the safeguarding and welfare requirements to support children's health, safety and well-being.
- The dedicated playroom is well equipped with an abundant range of accessible toys that meet children's individual needs and current interests.
- The childminder builds effective partnerships with parents and others to meet each child's care, learning and development needs.

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 inside.
- The inspector used a range of documentary evidence including the observations made on children and the childminder's records as evidence.
- The inspector also 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 husband and their two children in Tilehurst, West Berkshire. The childminder uses the whole of the ground floor of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, toddlers, libraries and parks. The childminder can

take children to and collect them from local schools. The family has a cat.

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 who are 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:

- 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 participate in a wide range of interesting, fun activities and experiences that enable them to learn as they play. As a result, children thoroughly enjoy their time with the childminder and are making good progress in their early learning. The childminder knows each child very well and has very flexible daily plans in place which take into account each child's abilities, spontaneity, personality and interests. 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.

The childminder effectively uses everyday events to encourage children's early understanding of number, shape and size. For example, they measure ingredients for cooking and count the horses in the field. Children thoroughly enjoy participating in singing sessions with the childminder which are fun and interactive. These include singing number songs together using puppet frogs and ducks. These activities also promote children's imaginative skills. Young children are developing their early communication and language skills well. For example, the childminder continually talks to them, asks questions and helps children to learn some sign language. Children's creativity is developing well. For example, they enjoy using play dough, crayons, chalks, jelly and corn flour. These activities also help them to develop their early writing skills. Treasure baskets enable children to develop their senses and feel natural items such as, fir cones, metals and pegs. Children access the garden to use a range of resources and look at birds on the bird table. However, the childminder does not yet make full use of her garden to extend children's

learning and understanding of the natural world, such as the effects of the weather on different objects and materials.

Children have many opportunities to mix and socialise with others. They attend toddler groups and meet up with other childminders and their children. These visits also enable them to meet other children, try new toys and develop their confidence. Children are beginning to be aware of the lives of others and different cultures. This is because they celebrate festivals and events with the childminder and use a range of resources such as, books and play people. Children readily help each other celebrate events in their own lives. For example, they make birthday cakes for each other. Children who are bi-lingual are totally supported in both of their languages they use. For example, the childminder ensures books in their other language are displayed attractively so they can look at them when they require.

The childminder has a good understanding of each child's individual needs and their starting points in their learning. This is obtained through her close relationship with parents and the completion of the "look what I can do" form for their child before they start. Each child has a learning journal which includes the observations the childminder makes, examples of their work and photographs. The childminder effectively uses her observations to identify where a child is in their learning and to plan for their next steps. The childminder shares the learning journal with the parents so they can support their child's learning at home. The childminder has developed partnerships with other settings the children attend. She regularly talks to staff so she can provide consistency in children's care and learning. The childminder has a good understanding of her responsibility to complete the progress check at age two. She already has some information in place to help her complete the check if and when appropriate. The childminder helps children to be ready for their transitions to other settings in a sensitive way. For example, she shows the children the classrooms and which door they need to go into when collecting other children from the school. This ensures the transition to school is a positive experience for the children.

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. Children benefit from the individual time given to them by the childminder. They readily approach the childminder for cuddles and hugs showing how much they enjoy being with her. Children feel valued and have a sense of belonging as they see their art work displayed in the very child orientated playroom. Children's emotional well-being is fully fostered, as the childminder is very calm, caring and has a reassuring approach with them. The childminder is a good role model and children's achievements are highly praised. This helps children to begin to develop their self-esteem and confidence. Children benefit greatly from the well-organised play space. An abundant range of high-quality toys and resources, including those to reflect diversity are readily

accessible to the children. This enables children to independently choose the resources they wish to use and helps to develop their decision making skills.

Children play and learn in a safe environment. This is because of the risk assessments and daily safety checks completed by the childminder before they arrive. Children are developing an understanding of how to keep themselves safe. They receive gentle reminders from the childminder about safety issues while they play. The childminder also ensures they are aware of road safety procedures. For example, children practise the stop, look and listen procedure before crossing the road with her.

Children are beginning to be aware of hygiene routines. They receive reminders from the childminder such as, to cover their mouth when they sneeze. The childminder meets children's personal needs very well. She follows their sleep patterns and nappy changing routines to ensure children remain comfortable at all times. As a result, children settle, are happy and content. Children access the outdoors regularly through walks in the local area, playing at the park and in the garden. This enables children to be in the fresh air and to develop their physical skills. The childminder promotes children's good health through the well-balanced meals and snacks that she and their parents provide. Children enjoy healthy snacks of fruit such as, blueberries. Snack and mealtimes are sociable occasions as children sit together at the table which is covered in a bright and colourful fruit tablecloth. The childminder uses the table cloth to remind children in a fun way about healthy food options.

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 Early Years Foundation Stage, including the learning and development requirements. She demonstrates a secure knowledge of the areas of learning and how to promote children's learning and development through play and exploration. She effectively uses her past experience as a teacher to provide children with a fun and stimulating environment. This also helps the children develop their skills for the future and their next stage in their learning.

The childminder successfully implements the safeguarding and welfare requirements. 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 childminder shares her policies and procedures with parents. As a result, they are fully aware of her responsibilities as a childminder and the service she provides. She maintains all the records and policies required to meet the requirements, including accident, medication and attendance records.

The childminder works very well in partnership with parents. On a daily basis, the childminder communicates both verbally with the parents and by using a daily diary. This helps parents be aware of how their child has spent their day and progress they have

made. Parents make many positive comments in their reference letters. These include how very capable the childminder is, the healthy food provided and the stimulating activities and experiences provided.

Although recently registered, the childminder has already established thorough systems of self-evaluation, reflecting well on her practice. For example, she seeks the views of parents and has completed the Ofsted self-evaluation form. She demonstrates a good awareness of her strengths and areas for further development. For example, she is currently looking at changing her weekly planning system. These measures help the childminder to maintain consistent improvements. The childminder is committed to her ongoing development. She updates her knowledge in a variety of ways, including attending training provided by the local authority. She also regularly meets up with other childminders in order to share good practice, keep up with any changes and share ideas.

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	EY451453
Local authority	West Berkshire (Newbury)
Inspection number	883427
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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