

Inspection date

Previous inspection date

27/02/2013

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

- Children are happy, content and settled. They enjoy their play and activities and are very eager to take part in these.
- The childminder uses her past knowledge and experience to effectively plan for children's learning and interests. She understands their starting points and development through her consistent assessment and observations. Consequently, children are making good progress.
- Children benefit from a wide range of activities and play, which span all seven areas of learning. They are therefore stimulated in their learning and development.
- There are positive relationships with parents and effective partnerships with others who share the care of the children.

It is not yet outstanding because

- the childminder is proactive in extending children's learning experiences but there are fewer opportunities to enhance children's understanding of mathematical language and to describe and identify shapes in everyday objects.

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 interacting with the childminder and in their play.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector received a letter from a parent, which she read and took into account.
- The inspector read the childminder's self-evaluation form and took into account.
- The inspector engaged in conversation with children and the childminder.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2012. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children, in Bradfield Southend, Reading. Childminding takes place downstairs mainly, including an area for sleeping children. The bathroom is upstairs and there is a garden available for outside play. The childminder has one child on roll in the

early years age range.

What the setting needs to do to improve further

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

- introduce children to the use of mathematical names for solid and flat shapes and encourage them to identify and describe shapes in everyday objects.

Inspection judgements

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

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She uses her knowledge and experience from past childcare roles to promote children's learning effectively. Children enjoy a broad range of resources and activities that enable them to learn actively in all seven areas. They freely choose their play and are confident to do so. This supports their independence well.

Children benefit from stimulating and interesting experiences, which challenge them to be curious as they learn. For example, when drawing, children are able to describe what they create and can confidently link sounds to letters. Children enjoy games with the childminder, such as dominoes. They understand turn taking and patiently wait for their turn. Children talk about matching pairs and who has more cards when working out the winner of the game. This interactive play provides many opportunities for children to communicate through language and promote their personal and social development further. Therefore, children are ready for their next stage of learning.

The childminder demonstrates that she has a clear understanding of children's needs and starting points. Through this knowledge, she effectively plans for and assesses children's development according to their individual interests. Children are making good progress due to the commitment of the childminder to support their development across all areas of their learning. The childminder proactively extends activities. For example, when bathing a doll, she makes opportunities to talk to children about safety by checking that the water is not too hot. Likewise, the childminder listens as children ask questions such as 'how' or 'why' and encourages this curiosity to extend their language skills. However, she misses some minor opportunities, such as using discussions about everyday objects to strengthen children's awareness of shapes and mathematical language. The childminder shares her regular observations of children with their parents. She provides a summary each term,

which positively reflects children's accomplishments.

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

Children are happy and content in the childminder's care. She provides a welcoming and inclusive environment. Consequently, children feel comfortable and secure. Children easily access age appropriate toys and activities. They have regular opportunities for outside learning and play. For example, they take part in activities such as painting, or sand and water play in the garden and enjoy visits to the park to run, climb and swing. These outings promote children's physical development, and they thrive from receiving plenty of fresh air and exercise. The childminder plans daily activities away from the home, which include visits to the library, enabling children to choose their own books. This further promotes their independence and choice and encourages them to discover an interest in a range of books.

Children behave very well and have warm bonds with the childminder. The childminder supports children's own independence effectively. For example, children help to make sandwiches at lunchtime, confidently spreading the butter and choosing their fillings. They change out of role-play outfits into their own clothes and help to set out games and activities. Children have developed an awareness of their own hygiene routines. They use individual towels and understand about washing their hands before eating for example.

Children enjoy healthy snacks and meals. The childminder actively reinforces healthy lifestyles for example, through talking about dental hygiene with the children in role-play activities with a doll. Together with the childminder, children discuss about how vegetables help you to grow and say that they enjoy fruits. Children learn about their own safety and they are developing this awareness securely. They learn about road safety through discussions and know how to use tools such as scissors in a safe manner. Overall, children are confident and happy in the childminder's care. They are developing securely in their physical, emotional and social well-being, which helps prepare them for transitions in the future to school.

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

The childminder has a good understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She acknowledges her responsibilities to safeguard the children she cares for. The childminder has completed safeguarding awareness training and holds a current first aid qualification. Her use of risk assessments helps support children's safety within the home and on outings. The childminder shares her robust policies with parents so they understand the procedures in place, which support their children's well-being.

The childminder delivers engaging activities and consequently, children are stimulated in their play. They are making good progress in their learning. The childminder completes

detailed assessments of children's learning. She regularly shares these development records with parents, through her summary assessment. Therefore, they receive timely information about how their children are progressing. Parents are very positive about the care their children receive. The childminder has been proactive in establishing links with others sharing the care of children. For example, she liaises with key person staff at pre-school in order to promote the continuity of children's learning. She is aware of the requirement to complete progress checks for children who are aged between two and three years although currently has no children of this age group attending. The childminder has evaluated her practice effectively. She is confident to acknowledge her strengths and planned future improvements to enhance her practice and outcomes for children further.

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 | EY451123 |
| Local authority | West Berkshire (Newbury) |
| Inspection number | 881128 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 5 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

