

Inspection date	27/02/2013
Previous inspection date	18/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 well cared for in a stimulating and enabling learning environment.
- The childminder effectively promotes all areas of learning and development through play; consequently children have fun and enjoy their activities.
- The childminder provides a secure environment, which enables children to feel safe. As a result, children explore and investigate confidently within the environment.
- Children's individual needs are well supported, as the childminder establishes good two-way communication with parents through discussion and by effectively using daily diaries.

It is not yet outstanding because

- children have fewer opportunities to explore materials and objects which they can use in a variety of purposes and ways.

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 in the sitting room, dining room and upstairs when the child was taken for a sleep.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector played with the children as they approached her with resources.
- The inspector sampled children's developmental records, personal records, a selection of policies and procedures and took account of parental feedback through letters.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder is registered on the Early Years Register the compulsory and the voluntary parts of the Childcare Register. She lives in a semi-detached home in Newbury Berkshire with her husband and two school age daughters. The entire home may be used

for childcare, although in practice, children mainly remain downstairs. There is an enclosed rear garden available for outside play. The childminder is currently caring for five children in the early years age range on a part times basis. She also offers flexible before and after school care. The childminder has relevant early years qualifications at level 3.

What the setting needs to do to improve further

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

- develop the programme for understanding the world by; providing a range of materials and objects to play with that work in different ways for different purposes, for example, an egg whisk, a torch and other household implements.

Inspection judgements

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

Children are confident and at ease in the childminder's home. They benefit highly from the childminder's attention to their individual needs. Children benefit from a warm, loving environment, where the childminder offers a lot of affection, praise and encouragement. Children show pleasure within the childminder's company, as they laugh and giggle during play. This shows that the children feel a high sense of security and well-being.

Children make good progress in the setting. They independently make choices and decisions as they access toys and resources from low-level draws. The childminder labels storage with written words and corresponding pictures to promote children's understanding that print carries meaning. The childminder provides a good range of activities that enhance children's learning and support their understanding. However, fewer opportunities are currently available for children to develop their exploration of materials and objects which operate in different ways and purposes. Children have a wide range of opportunities to make and be creative. They enjoy listening to songs and rhymes while they play and join in enthusiastically, singing and dancing to their favourites. Children are encouraged to make marks with pens and paper and explore messy activities with different textures. Such as gloop, paint and dough. These, along with other good quality activities and experiences, help children prepare for the next stage in their learning.

The childminder is very good at developing children's vocabulary and communication skills. She repeats key words clearly and extends their ability to concentrate by asking a good range of questions. Children enjoy looking at books and share these with the childminder.

This helps develop children's concentration and listening skills. Children's mathematical understanding is developing very well, which the childminder supports throughout every day play. They enjoy building train tracks, which helps them construct for a purpose and promotes their awareness of different shapes. Games, such as posting letters into the play tent, supports children's counting skills as they count the letters as they arrive.

Children concentrate well and enjoy role play. For example, they instigate their own ideas through make-believe play, as they pretend the cardboard box is a car. The childminder enhances children's imagination very well and supports their imaginary play by given them an interactive steering wheel. She extends children's role play by recognising their 'driving' decisions, gliding the box the way the children indicate with the steering wheel. This purposeful play aids the children's characteristics of effective learning. The childminder promotes good social skills and children are learning to become independent through daily routines.

The childminder demonstrates a secure understanding of how children learn. She uses the guidance in 'Development Matters' to track children's progress and support good progress in their learning. The childminder reflects upon children's development through use of termly assessments. She is aware of the requirement to complete two-year-old progress checks, when appropriate, which she intends to share with parents to promote continuity in children's care and education.

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

Children form secure bonds with the childminder, which help them to feel safe and secure. They are developing a good awareness of how to play safely, as the childminder talks to them consistently about how they can remain safe and look after themselves. For example, the childminder discusses the colours of the traffic lights and what these mean in their games. She also talks with children about why it is important not to stand on the sofa. This effectively helps children to understand the childminder's expectations of their behaviour. Overall, children are confident to explore the sitting room and freely access a good quality of stimulating resources.

Children of all ages have their independence well supported and promoted by the childminder. For example, she encourages younger children to put their shoes in the shoe box and older children to learn and confidently hang their personal belongings up. As a result, these independent activities effectively aid the children's readiness for pre-school and schools.

Children gain a very good understanding of healthy lifestyles. They play in an extremely clean, secure and comfortable environment. First hand experiences help children understand the importance of good personal hygiene routines, such as washing their hands before eating. The childminder takes children out daily. This helps them to learn that walking to schools is healthy. Children experience a wealth of learning opportunities in the local facilities, such as visiting the shops and exploring the local woodlands. In addition, they enjoy playing in the childminder's garden and regularly visit to the local

parks with the childminder. This effectively develops their confidence in their growing physical skills and provides fresh air and exercise to promote their healthy lifestyles.

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

All children are happy in the care of the childminder. Younger children demonstrate this as they confidently approach her and seek reassurance when a visitor is present. Older children express themselves through recorded messages, where they state they like to come to the childminder and that she is nice. This positively shows that children are contented. The childminder provides a wide range of developmental activities, which supports children's learning effectively. She ensures she is engaged in all aspects of the children's play, which contributes to the all round success of her provision

The childminder has a good understanding of her role in safeguarding children. She has detailed policies and procedures which support her practice and enable her to act in the best interests of the children in the event of a concern. Daily risk assessments help to promote children's safety very well, and all hazards are minimized accordingly. All other records, policies and procedures are well maintained, easily accessible and work well in practice. The childminder is vigilant and supervises children closely. She uses appropriate safety equipment to minimize hazards to children. For example, stairgates are in place to prevent children accessing the kitchen. This appropriately safeguards the children in her care.

The childminder has undertaken a detailed self-evaluation. This demonstrates a drive for improvement within her practice. The childminder is fully aware of her current strengths and has been successful in addressing her previous recommendations. As a result, the childminder demonstrates she is committed to enhancing her provision and the outcomes for the children. The childminder holds a level 3 childcare qualification and undertakes regular training to improve and maintain her understanding, such as for refreshing her knowledge of safeguarding children.

The childminder has a secure understanding of the importance of liaising with other providers and professionals. Although she is not presently caring for children who attend other provisions, evidence shows she has previously been proactive in promoting consistency by liaising with key persons in the children's care and education. The childminder is highly committed to working in partnerships with parents. She is proactive in ensuring they feel involved in their child's care, by exchanging regular information on their child's day. In addition to this, parents make a strong contribution to their child's learning as they are consulted upon when looking at children's next stage of learning. It is clear from feedback that the parents highly rate the childminder, as they comment the childminder 'is very caring and plans activities for the day' and 'we are delighted with the excellent standard of care and activities that our child receives'.

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	EY304286
Local authority	West Berkshire (Newbury)
Inspection number	847442
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18/09/2008
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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