

Inspection date	04/03/2013
Previous inspection date	01/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develops very close and trusting relationships with every child in her care and makes them feel at home. This means they are happy, settled and feel safe.
- Children are making good progress in their learning and development because the childminder plans an interesting and stimulating environment for children to enable them to play and explore.
- The childminder acts as a positive role model for the children to promote clear boundaries. This helps children to recognise and understand the rules of turn taking and sharing with other children.
- The childminder demonstrates a clear vision for her setting and shows a dedication to her business. Her plans for improvement are well targeted and beneficial to children.

It is not yet outstanding because

- information obtained from parents does not include the achievements their child has already made at home in their learning and development to help the childminder establish their starting points.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector took into account the views of parents by reading their completed questionnaires.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and their three children in Caversham, 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 childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children who are in the early years age range on a full time basis.

What the setting needs to do to improve further

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

- develop further the information obtained from parents on admission about what their child can do in order to clearly establish every child's starting points.

Inspection judgements

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

The childminder has a good understanding of how children develop and confidently supports their learning. She provides a good range of well-planned activities that are targeted at children's interests which means they are keen to take part. This enables them to make good progress that is well within the expected development bands for their age. The childminder knows each child and what motivates and interests them. For example, she provides feathers and other tactile resources for a child who is fascinated by feeling different items on their tummy. Children's spontaneity is immediately recognised and supported by the childminder. She readily sat on the floor with a child who had decided they wanted to complete a large floor puzzle with her. The childminder encouraged the child to try and find the correct pieces of puzzle before she intervened to offer support and guidance.

Children have many opportunities to be creative and use a range of tools. For example, they thoroughly enjoy making and painting Easter pots using a range of coloured paints and paint brushes. The childminder effectively extends their learning by asking them to name the colours of the paints they are using. Children are developing their early communication and language skills well. For example, the childminder continually talks to them and encourages the children to begin to name items they are playing with. Children

readily access a wide range of books and readily see print in the environment. This helps them to develop their literacy skills and to begin to recognise familiar words. Children are developing their mathematical skills in a variety of fun ways. For example, they measure each other on a height chart and shopping trips enable them to count the items in the basket.

Children are beginning to be aware of nature and the environment. They enjoy planting seeds in the garden and look for different birds and bugs on their walks. The childminder effectively uses their walks in the woods to extend children's learning. For example, children touch and feel the bark on the trees. This helps to develop children's senses. Children have many opportunities to mix and socialise as they regularly attend toddler groups. These visits also enable them to try new toys, different experiences and develop their confidence. The childminder gives good attention to helping children to learn about the cultures and beliefs of others. For instance, they celebrate festivals and there is a good range of books and resources that positively reflect people from around the world. This enables children to be accepting of others and effectively supports their knowledge of the world.

The childminder observes children when they first start to find out about their immediate interests and play preferences. This helps her to initially plan and provide a range of activities and play experiences which take into account of all seven areas of learning. The childminder gains some information from parents before their child starts. However, this does not include detailed information regarding the progress their child has already made at home in their learning and development. This means she is not fully aware of each child's starting points. The childminder has an effective observations and assessment system in place. She successfully uses the observations she makes to identify children's next step in their learning and to help her with future planning. Each child has their own electronic file where the childminder records the observations she makes and links them to the areas of learning. Parents can readily access the electronic system at anytime throughout the day. This helps them to be aware of where their child is in their learning so they can support and extend their learning at home. The childminder supports children to learn good skills to prepare them when they move on to pre-school or other settings. She talks to the children about the pre-school and the friends they will meet. This helps their to ensure their transition is a smooth and positive experience.

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

Children have developed secure and trusting relationships with the childminder and her children. As a result, children are happy, secure and safe. The welcoming, relaxed and nurturing atmosphere provided enables children to feel part of the family. For example, children readily greet visitors to the home and include them in their play. The childminder thoroughly enjoys her time with the children and they readily approach her for cuddles. This demonstrates the positive and loving relationships they have in place with her. The childminder provides a stimulating environment. Children's art work is displayed showing their efforts are valued and giving children a sense of belonging. Toys are all in children's reach, which means they are able to choose for themselves what they would like to play

with. The childminder organises the space in her home well to promote children's learning and independence. For example, there is free floor space to enable children to move around freely and to ride their tricycles inside. This helps children develop their confidence and physical skills.

Children are beginning to be aware of the boundaries in place as the childminder is a good role model. She has a consistent approach to behaviour and explains how their behaviour can affect others. The childminder gently reminds the children to take turns and share when required and not to throw the toys. She effectively works with parents to ensure a consistent approach when dealing with specific behaviour issues. The childminder has a range of procedures in place to ensure children play in a safe environment. These include completing risk assessments and arriving at her parents' home before the children so she can complete a daily safety check. Children demonstrate they are beginning to be aware of how to keep safe. For example, they help to fasten the safety strap on their chair at the table and safety belt when in the car.

The childminder follows sensible hygiene routines to help children to begin to be aware of hygiene practices to follow. For example, children brush their teeth after snacks and meals. The childminder works in partnership with parents to ensure she helps children to develop their self-care skills. Parents comment how much they appreciate her help and support regarding helping to toilet train their child. Children have many opportunities to begin to develop an understanding of following a healthy lifestyle. They receive a good range of nutritious meals and snacks that their parents and the childminder provide. Regular visits and walks to parks and woods enable the children to play in the fresh air. These outings also enable children to develop their physical skills in a variety of ways.

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

The childminder has a good knowledge of the Early Years Foundation Stage framework and meets all legal requirements. The childminder has developed secure relationships with parents who make many positive comments in their completed questionnaires. They appreciated the support she gives to their children, the outside and creative activities she provides and how she encourages healthy eating. The childminder effectively works with parents to address any concerns or ideas they may have. For example, she has recently implemented different ways of exchanging information with parents about how their child has spent their day with her.

The childminder has a clear knowledge and understanding of child protection and safeguarding issues. She has up-to-date knowledge of the Safeguarding Children Board procedures and shares her policy and procedure with parents so they understand her responsibilities towards protecting their children. The childminder successfully follows her policies and procedures to ensure children's welfare is effectively safeguarded and promoted. These are also given to parents in her welcome pack to ensure they are fully aware of her responsibilities as a childminder and the service she provides. The childminder has a good awareness of the learning and development requirements. She

plans and provides a good range of activities and experiences to help all children make good progress in their learning. The childminder is aware to make links with other settings the children attend to ensure consistency in their care and learning.

The childminder has a clear vision on how she is going to continue to develop her childminding service. She has made good progress since her last inspection and has addressed all the recommendations made. She has devised and implemented evaluation systems to help her to identify her strengths and areas for improvement. She regularly seeks the views of parents through their completion of a questionnaire. These measures help the childminder to continually improve and develop her childminding service. The childminder is very committed to on-going training and development. She regularly uses the internet to update her knowledge and skills. For example, she has recently completed an on-line safeguarding course. She has also identified that she would like to obtain and relevant childcare qualification to enhance her understanding of child development. The childminder also regularly meets up with other childminders to share ideas and best practice.

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 action. 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	EY374392
Local authority	Reading
Inspection number	815650
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	01/12/2008
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, which are usually the childminder's 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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