

Inspection date	22/04/2013
Previous inspection date	01/10/2008

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 has a very good understanding of children's individual abilities and personalities. She supports them well, helping them to make good progress.
- Children benefit from the calm, warm and caring relationships that clearly exist between them, the childminder and her family.
- The childminder builds effective partnerships with parents and others to meet each child's care, learning and development needs.
- The childminder has a good understanding of the safeguarding and welfare requirements, implementing them well to support children's health, safety and well-being.

It is not yet outstanding because

- The childminder has not created an environment rich in print so that children can learn more about words, for example, by using labelling and signs.

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 indoor play.
- The inspector sampled a range of documentation including children's records and some policies and procedures.
- The inspector took into account the views of parents by reading references provided by them.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and their 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 takes children to, and collect them from local schools.

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 one child who is within the early years 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:

- increase opportunities for children to learn about words and to see print used in a variety of ways in the environment, for example, by labelling resources.

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. The childminder is very caring and she supports and interacts well with the children. For example, she helps the children to build a large train track offering support and advice when required. As a result, children thoroughly enjoy their time with the childminder and are making good progress in their early learning. All the activities and experiences offered by the childminder help children to develop skills for the future to prepare them for the next stage in the learning. The childminder has very flexible daily plans in place, which take into account each child's abilities and interests.

Children participate with enthusiasm in a range of activities that support their learning, such as, playing with dinosaurs in a tray of dried pasta. The childminder effectively extends their learning by asking questions while they play, asking them to name the different pasta shapes and the colour of the dinosaurs. This helps children to develop their communication and mathematical skills. Children thoroughly enjoy sitting with the childminder on the sofa to look at books together. They readily join in naming and counting the items of fruit in the story such as, red jelly and three pears. However, the environment is not yet rich in labels and signs to fully encourage children's learning and curiosity about words.

Children's creativity and imagination is developing well. They readily talk about building a car wash so they can wash the trains they are using and thoroughly enjoy participating in a range of art and craft activities. A favourite art activity is finger painting using a range of colours and textures.

Children learn about nature and the environment in a variety of ways. For example, they enjoy looking for frogs and snails in the childminder's wild garden area. They excitedly talk to visitors about going outside in the garden to look for more snails and slugs. Children regularly meet up with other children to enable them to develop their social skills and become aware of the local community. Children are developing a good understanding of the world around them. They celebrate a range of festivals in a fun way, such as St Georges Day, which they celebrate by having a typical English cream tea consisting of sandwiches and cake.

The childminder has a good understanding of each child's individual needs and starting points through her close communication with parents before their child starts. She uses the observations she makes effectively to identify where a child is in their learning and to plan for their next steps. Each child has a learning journal. The journal includes the observations made, photographs and 'wow' moments which are recorded when a child learns something new or achieves something for the first time. The childminder shares the learning journal with the parents so they can record their comments and support their child's learning at home. The childminder has strong partnerships with other settings the children attend. She talks to the pre-school staff, sharing information on how the children have spent their time, and is aware of the plans they have in place. This helps her to provide consistency in children's care and learning. The childminder effectively uses the learning journals and information she gains from liaising with other settings to help her complete the progress check at the age of two.

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

The childminder organises her home well to meet the needs of the children. She ensures that there is free floor space so they can use a range of resources and move around freely. Children are able to make independent choices about the resources they use and explore, as they are stored at their level and are readily accessible to them. The childminder places a high priority on keeping children safe. She has a comprehensive range of risk assessments in place and she completes daily safety checks. Children learn about their own safety by gentle reminders and instructions from the childminder. For example, she reminds them not to run indoors and shows them how to climb the stairs safely. Children are aware of road safety and fire evacuation procedures as they regularly practise them with the childminder.

The childminder provides a homely family environment and she has a warm, nurturing and caring manner. As a consequence, children feel safe and strong attachments clearly exist between them and her. Children readily approach her and demonstrate how happy they are to be in her care. They develop good relationships with the childminder's children and

readily include each other in their play. The childminder is a good role model as she constantly praises children for their efforts and achievements. As a result children are very confident and have high levels of self-esteem.

The childminder promotes children's good health and hygiene in a variety of ways. For example, she provides children with healthy snacks and home cooked meals. She effectively uses unexpected events such as a burst water main on the day of inspection, to explain to children about hygiene issues. She explains why they have to collect water in large containers so they will still be able to have clean water to drink and be able to wash their hands. Daily walks, playing in the garden and visits to local parks enable children to be in the fresh air. These visits also enable children to use a range of large outdoor equipment to help them experience, challenge and develop their physical skills.

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

The childminder 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 is enthusiastic about the role she plays in children's lives and provides them with a fun and stimulating learning environment.

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 takes care to protect children from unvetted persons and sensitively explains to children about why visitors have come to her home. 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 promotes equal opportunities well and strives to provide an inclusive environment where children's individuality is valued and promoted.

The childminder has established thorough systems of self-evaluation. She demonstrates a good awareness of her strengths and areas for further development. This includes continuing to develop her garden and planning visits in the local community of people who help us, such as the dentist. The childminder is committed to her ongoing personal development. She has completed further training since her last inspection and shares best practice ideas through a childminding forum.

The childminder develops strong, supportive and trusting relationships with parents. She shares information daily through the use of a diary and verbal conversations. This helps to make sure that parents are aware of how their child has spent their day and the progress they have made. Parents make many positive comments in their references. They comment on how their children grow in confidence in her care and the safe, stimulating

and structured environment offered. All parents comment on her warm, family home environment and how happy their children are in her care. The childminder has developed effective partnerships with other settings the children attend so she can provide consistency in children's care and learning. She helps children to be ready for their move to school or to another setting in a sensitive way. This helps ensure that the move is a positive experience for the children.

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	EY374036
Local authority	Reading
Inspection number	815642
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	01/10/2008
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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