

Inspection date	13/05/2013
Previous inspection date	23/02/2009

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

- There is a strong partnership with parents as the childminder keeps them fully involved in their child's experiences and learning.
- Effective promotion of children's personal and social development is reflected in the warm, caring relationships that exist between children and the childminder.
- The childminder makes sure that her home is appropriately organised so that children can easily select resources for themselves.
- Children make good progress in their learning overall given their age, ability and starting points.
- The childminder considers her practices and identifies ways in which she can develop her child care service.

It is not yet outstanding because

- Children regularly go outdoors to local parks and on outings. However, the childminder does not encourage the children to explore and investigate nature, and the world around them, in depth.

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 in the home speaking with the childminder at appropriate times.
- The inspector looked at a selection of policies, children's learning journeys, documentation and the childminder's self-evaluation form.
- The inspector took account of the views of parents using the written feedback provided.

Inspector

Susan May

Full Report

Information about the setting

The childminder was registered in 2002. She lives with her husband and two children in Reading, Berkshire. The entire home is used for childminding and there is a garden for outside play. The childminder is able to take and collect children 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 caring for two children in the early years age range. The childminder also cares for older children. The childminding provision is open all year round. The childminder holds a recognised childcare qualification.

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 explore the natural world around them in depth, for example, using their magnifying glasses to look at plants and insects in detail and finding out about birds and the local wildlife.

Inspection judgements

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

Children make good progress in their learning as they play in a warm, child-friendly environment. The childminder provides activities that interest and challenge children and hold their attention. The good range of toys and resources indoors is easily accessible and toys are age appropriate and appealing. This encourages children to play with them and initiate their own learning. The childminder is a qualified experienced childminder who monitors children's progress using appropriate guidance. Consequently, she recognises the expected development level for the children who attend. Each child has an individual learning plan as the childminder observes and records what they can do and plans future activities accordingly. The childminder completes progress checks on children aged two in detail covering all areas of learning. These are shared with parents. Parents provide ongoing information both verbally and through the learning journals, regularly making comments on children's learning at home. As a result, children's development is well supported. This helps provide a solid base for future progress as children move forward in the education system. Children become independent learners as they begin to do things for themselves. For example, they choose their own activities and decide when they are hungry and ready for a snack.

Children use a range of tools to help develop their control and coordination, for example,

they enjoy using pencils and brushes and rolling out the play dough. Outdoors children ride, push, pull and bounce using a variety of toys. The childminder takes children on visits to local parks and facilities to provide them with a wider range of equipment to promote their physical skills. Children find out about the local community as they regularly walk around the area, visit shops, attend groups and collect older children from school. However, while children regularly visit local parks, they do not extend their curiosity and knowledge of the environment in any depth. For example, using their magnifying glasses to look at plants and insects in detail and finding out about birds and the local wildlife they often see. This means the childminder does not make the most of opportunities to encourage children to explore and understand the natural world.

The childminder has a good understanding of how children learn, recognising that all children are individual and that each child has their preferred way of learning and interests. The childminder supports children's learning through play and everyday events well. For example, she promotes language skills as she chats to the children. She listens to their responses and extends their vocabulary and thought processes by asking useful questions. Children enjoy books both in the childminder's home and when they visit the local library for story time. Children follow patterns using coloured pegs to develop their knowledge of shape. The childminder encourages children to be creative and to solve problems through activities such as making dinosaurs from a selection of different sized boxes. Children enjoy making marks, either using their fingers in the paints or using pencils as they begin to recognise and copy their names ready for starting school. Children sound out their names and confidently identify letters. They enjoy songs and rhymes and often sing spontaneously as they play. Children play with interactive toys and use appropriate computer programs to develop their knowledge of technology and their skills for future learning. Children's understanding of the wider world develops as the childminder helps children appreciate the similarities and differences of others. For example, children use some words in other languages, play musical instruments from other cultures, see traditional dress from other countries and celebrate festivals and events important to them.

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

Children decide where they want to play, and what with, as they move confidently around the childminder's home. They clearly have a good relationship with the childminder as they approach her for cuddles and to join in with their play. The childminder provides a good range of resources to move children's learning on in all areas and provide challenge. Children become increasingly independent as they try things for themselves. For example, the childminder encourages children to attend to their own personal care while being discreetly on hand to help with clothes that they might find difficult to manage. The childminder's good relationship with parents is a particular strength and helps children feel a sense of familiarity and belonging. All children and their families are respected and their individual needs are taken to account. As a result, children feel valued and develop a strong sense of self.

Children's understanding of good eating habits develops well as they sit around the table

for meals and at snack times. They talk about foods that are good for them and why it is not a good idea to eat too much cake. Parents provide children's snacks and meals and the childminder stores these appropriately to ensure food remains fresh. The childminder helps children to think about their bodies and how to keep themselves healthy as they follow good hygiene routines, such as hand washing after a messy activity. Children learn to understand the importance of looking after themselves and staying safe. They regularly practice fire evacuations, talk about road safety and are gently reminded to sit properly on chairs at the table. Children go outdoors every day for fresh air and exercise whatever the weather. They walk at most times to collect older children from school and to the range of groups they regularly attend. This helps promote children's understanding of a healthy lifestyle.

The childminder has clear expectations for children's behaviour and, as a consequence, children learn about right and wrong and understand quickly what is acceptable. Children play well and younger and older children enjoy their time together. Children gain positive attitudes that will help to support their move to pre-school and eventually school.

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

The childminder has a comprehensive range of policies and procedures that she shares with parents to ensure they have clear expectations of her provision. She has a written safeguarding policy and is confident about procedures to follow if she has concerns about a child in her care. The childminder carries out thorough risk assessments and regular visual checks help minimize hazards, so that children stay safe, and children are supervised well. All procedures relating to accidents, medication and sickness are in place to effectively promote children's welfare. The childminder maintains her documentation professionally and stores it so that it remains confidential.

The childminder has a very good relationship with parents. She works closely with them and offers flexible settling-in procedures. This helps make children's move from home into her care an enjoyable experience. The childminder is able to provide for children's needs right from the start as she obtains comprehensive information from parents. She knows children's abilities, interests and preferences well and shares information with parents daily through discussions and the learning journals. This helps provide consistency in children's learning. The childminder has a good understanding of the requirements of the Early Years Foundation Stage and associated guidance. She has good childcare skills and uses her observations and information to plan effectively for children's future development. The childminder is aware of the importance of sharing information with other providers to ensure continuity of care, play and learning when children attend other settings.

The childminder thinks about the service she offers. She completes a written self-assessment that identifies her strengths and how she might address areas for development. She involves parents and children in the evaluation process through her questionnaires. Parents provide positive comments such as 'the house is welcoming',

'activities are good and varied' and 'children are always happy to see her and enjoy their time in her home'.

The childminder accesses information from the local authority and has completed several training courses that she recognises will help improve her provision and benefit the children. These include completing a National Vocational Childcare qualification to level three.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY246847
Local authority	Reading
Inspection number	847044
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	23/02/2009
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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