

## Inspection date

Previous inspection date

10/05/2013

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 cared for in a welcoming, nurturing and supportive environment. As a result, they are happy and form secure attachments with the childminder and her family.
- 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.
- Children are able to take part in a good range of interesting activities and learning experiences in the local community. This means they become very familiar with what is around them and are able to meet up and socialise with other children and adults.
- The childminder builds successful partnerships with parents so that they all work together to meet and support each child's specific needs and health requirements.

### It is not yet outstanding because

- Opportunities for children to share and learn about the similarities and differences between themselves and others, with regards to disability, are not yet fully explored.

## 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 both indoors and outdoors.
- 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 questionnaires completed 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 2012. She lives with her husband and their two 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 both the compulsory and voluntary parts of the Childcare Register. She is currently looking after three children, who are within the early years age range, on a full and 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:

- enhance children's awareness of the similarities and differences that connect them to and distinguish them from others, with particular reference to disabilities.

## 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 sits with the children on the floor helping them to explore a range of musical instruments. Children show their delight as she helps them to blow into the trumpet to make a different noise. Babies readily explore the different instruments and enjoy shaking the rattle to make a noise. As a result, children thoroughly enjoy their time with the childminder and are making good progress in their early learning. The childminder has very flexible daily plans in place, which take into account each child's abilities and interests. 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 their learning.

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 sing familiar action rhymes and songs, for example, 'Twinkle twinkle' and 'Row, row your boat'. Children readily join in singing the songs and join in with the actions. This also helps them to develop their physical skills in a fun and interactive way. The childminder uses everyday events and routines to promote children's understanding of number. For example, children

count the number of balls in the paddling pool and their shoes as they put them on. Cooking activities are used well by the childminder, to help children begin to be aware of volume, weight and quantity, as they mix the ingredients and put the mixture into the cake case. The childminder makes good use of her garden to enable children to develop an understanding of nature and the lives of others. Children thoroughly enjoy the bug hunts in the garden where they find and look at a variety of bugs and insects such as spiders, worms, snails and ants.

Children have many opportunities to become aware of the local community and to mix and socialise with others. For example, they attend toddler and childminding groups each week. Visits to the local children's centre enable children to participate in a range of activities, such as 'make and take' craft sessions and 'play ranger' sessions. These visits help to promote children's early learning and development in a variety of ways. All children and their families are made very welcome, valued and respected. The childminder and children readily celebrate a range of festivals together. This helps children to begin to be aware of different faiths and cultures. However, opportunities for children to learn about the differences between themselves and others, with regard to disability, are not fully explored. As a result, children's understanding of the wider world is not yet fully enhanced.

Good and supportive relationships with parents enable the childminder to gain information regarding children's starting points and learning already achieved at home. This ensures she can effectively plan according to their starting points. The childminder completes regular observations on the children while they play. She effectively links the observations to the areas of learning to help her identify the child's next steps. Each child has a learning journey book which includes the observations made, photographs and examples of their work. These are shared with parents so they are aware of the areas of learning to focus on with their child at home. The childminder knows to complete an assessment of two-year-olds in her care and she intends to use the information in the learning journal to help her complete these assessments when required. The childminder has developed effective partnerships with other settings the children attend. She regularly talks to staff so she can provide consistency in children's care and learning. The childminder helps children to be ready for their move to other settings in a sensitive way. For example, she talks to the children about their next setting or school. This ensures the move is a positive experience for the children.

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

The childminder provides a welcoming, relaxed and nurturing home environment for all the children in her care. Children have developed secure and trusting relationships with the childminder. As a result, children are happy, secure and feel part of her family. 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 management and explains to them how their behaviour can affect others. The childminder gently reminds the children to take turns and share when required and not to take another child's toys until they have finished playing with them.

The childminder ensures all resources are readily accessible to children and reflect their interests. This enables them to develop their confidence and decision making skills as they independently choose the resources they wish to use and explore. Children have daily opportunities to play outside and they enjoy visits to soft play centres and parks to use different equipment to challenge their physical skills. The childminder has a range of procedures in place to ensure children play in a safe environment. These include completing risk assessments for the home and outings the children participate in. Children are beginning to be aware of how to keep themselves safe through support and guidance from the childminder. For example, they talk about, and practise, road safety procedures each day on their walks to school. The childminder sensitively reminds them of safety issues in the home while they play. For example, not to play with the doors as they will hurt their fingers.

The childminder follows sensible hygiene routines to help children to begin to be aware of hygiene practices to follow. For example, she wipes children's hands and faces after snack time telling them the reason why. Children are beginning to be aware of healthy eating as they receive a good range of nutritious home cooked meals and snacks. The childminder works in partnership with parents to ensure she continually meets the needs of children who have specific dietary and health requirements. Parents comment how much they appreciate her help and support regarding their child's individual health requirements.

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

The childminder works well in partnership with parents. She shares her policies and procedures with parents when they initially visit her. This helps them to be aware of her childminding service and her responsibility to the children in her care. The childminder shares information verbally with the parents daily to meet the needs and requirements of the young children. The childminder also informs parents of how their child has spent their time with her and the progress they have made. Parents make many positive comments in the parent questionnaires they complete. For example, they comment on the individual attention given to their child, the flexible service provided and how happy their children are in the childminder's care.

The childminder has a secure understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. The wide range of written policies and procedures in place are followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding of the procedures she would follow should she have a safeguarding concern about a child in her care. The childminder is confident in her knowledge of the learning and development requirements. She has effective systems in place to monitor and observe children's progress. She effectively uses the observations she makes to plan flexible, relevant and stimulating activities. These encourage children's early curiosity to try out new activities and experiences helping them to learn in a homely family environment, which the childminder adapts to meet each child's individual needs.

The childminder is committed to her ongoing development. She updates her knowledge in a variety of ways. These include attending training provided by the local authority and meeting with other childminders to share ideas and knowledge. The childminder continually reflects on her practice to identify areas for further development. For example, she is going to develop the garden area to further promote children's enjoyment and learning outside. All these measures help her to continually make changes that improve outcomes for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY451392
<b>Local authority</b>	Reading
<b>Inspection number</b>	894052
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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