

<b>Inspection date</b>	14/05/2013
Previous inspection date	01/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 feel valued and develop a strong sense of self that builds confidence and helps move their learning forward. They develop close relationships with the childminder as she has a warm, affectionate and caring manner.
- The childminder makes sure that her home is safe and appropriately organised so that children can easily select resources for themselves. They make good progress in their learning overall given their age, ability and starting points.
- The childminder develops very effective partnerships with parents. She actively involves them in their children's development and learning.
- The childminder is well motivated and enthusiastic about childminding and she continually reflects on her practice and completes ongoing training for the benefit of children.

#### **It is not yet outstanding because**

- The childminder does not always use mathematical language and questioning to extend the children's learning in their activities and daily routines.

## 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 the childminder's practice and talked to her during the inspection.
- The inspector reviewed documents presented by childminder and sampled policies and children's contracts and records relating to the Early Years Foundation Stage including children's development records and observations.
- Information and comments from parents were obtained through written references.

## Inspector

Susan May

## Full Report

### Information about the setting

The childminder registered in 2005. She lives with her husband and daughter in Padworth, near Thatcham, in Berkshire. The whole of these premises is used for childminding and is accessed via a flight of stairs to the first floor. Children have supervised access to a communal garden. The childminder also minds on occasion from her parents' property in Thatcham, Berkshire, where her parents and adult brother live. Within this property, one room is used downstairs and there is a garden area for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range. The childminder has a pet rabbit at her home address and her parents have pet dogs. The childminder holds a recognised childcare qualification at level 3. The childminder offers care throughout the year.

### What the setting needs to do to improve further

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

- extend the educational programme for mathematics to provide more opportunities for children to use numbers, shape, space and measure in their play and every day routines.

## Inspection judgements

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

The childminder's knowledge of each child's individual care and learning needs is secure. The childminder works closely with parents to find out about children's starting points. She monitors and records details about children's learning and development to monitor their progress. The childminder shares this information with parents who also see photographs, read observations and note links to the early learning goals regarding their children's learning. Parents keep up to date with their child's development through the childminder's effective assessment systems. These include the required progress check for children when they are aged between two and three years. Parents have opportunities to add their own comments about events and learning from home. This effective support along with activities that provide appropriate challenges helps extend the children's daily learning experiences. Consequently they make good progress in their learning and this prepares them well for the next stage of their development.

The childminder supports children in their free play choices. She is positive, interested and

involves herself in the children's play. This means she is available to extend and question what they are doing. Regular and familiar routines mean that children are very confident and secure. They choose what they want to play with, following their own interests and are motivated to achieve. For example, when children attempt to dress a doll, the childminder sits close by and makes helpful suggestions without intervening. The children listen to the childminder and eventually manage to dress the doll by themselves. The childminder says well done and the children smile happily at their achievement. Children enjoy using simple electronic toys to begin to understand how technology works. For example, they switch on a glittering fairy wand with flashing lights as they dress up to be a princess.

The childminder thinks carefully about how she can provide outdoor activities as the garden area at her home is communal. She sets out resources and activities across the areas of learning in advance when she is at home. She has access to her parents' garden where large equipment can be set up and children can grow flowers. To find out about the local community and explore the area she regularly takes children to parks and for walks around the local lakes. Children frequently collect items they see outdoors such as stones, feathers and leaves. These are used in a variety of different ways. For example, feathers and leaves are used for art and craft activities while stones are carefully washed as children explore their shape, size and changing colours as they get wet. Children have access to puzzles for problem solving and see numbers around the home in a variety of forms. For example, through posters around the home and number magnets on the fridge. However, the childminder misses opportunities to extend their mathematical learning through talking about concepts such as numbers, space and measure during their play and everyday routines.

Children use their developing language skills confidently. They make requests, listen to the childminder and share their ideas, thoughts and needs. This helps to promote the positive relationships they have with the childminder and her family. Children enjoy books. They sit comfortably on the sofa, listening to the childminder telling a story. She asks them if they would like to tell her a story and using the pictures as an aid they happily 'read' a book to her. The childminder has begun to use simple phonics with pre-school age children to help them begin to recognise and write their names. This along with encouraging personal independence helps prepare children for school. The childminder takes time to make links with others involved in the children's care in order to provide continuity and consistency in their welfare and learning.

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

Children are settled, confident and secure in the child-friendly environment. They receive warm, sensitive support from the childminder that helps them settle into her home quickly. Children's sense of curiosity and exploration is stimulated as they choose what they want to play with from a wide range of activities that supports their interests. Children show high levels of confidence and self-esteem as they share their own needs with the childminder. For example, they tell the childminder when they are hungry and ready for something to eat. The childminder is a good role model and children enjoy

spending time with her and with other children. This helps them form positive friendships, learn to work together and show their respect for each other. Children learn about difference and diversity through access to resources and activities that teach them about the wider world and peoples' differing needs. This helps them to be kind and considerate.

Children begin to learn about leading a healthy lifestyle and keeping themselves safe. For example, when they discuss pets the childminder reminds the children that they must never stroke dogs unless the adult says it is all right as not all dogs are friendly. This encourages children to think about the possible consequences of their actions. The childminder works closely with parents to help to ensure the any meals they provide are healthy and nutritious. This helps provide children with a consistent message about eating healthy foods. Children sit at the table to eat promoting good future eating habits. The childminder provides regular opportunities for children to play outdoors for fresh air and exercise, while indoors they have fun as they push cars and wheeled toys and bounce on the mini trampoline. Regular outings to places of interest provide opportunities for children to find out about their community and explore the local environment.

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

The childminder is secure in her knowledge and understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. She is clear about parents' wishes and supporting the children's individual needs as she knows them well. The childminder supervises and supports children in their play as she reflects on activities to evaluate how successful they have been. This useful information helps her as she thinks about the service she offers and makes positive changes. The childminder demonstrates a positive commitment to improvement as she has addressed all actions and recommendations from her last inspection. She is proactive in seeking further training and since her last inspection has completed a childcare qualification at level 3 and attended several other training courses for the benefit of the children.

The childminder follows effective practices to promote children's safety and keep them safe from harm. Risk assessments of her home and for outings means that children are able to play safely as the childminder identifies and eliminates potential hazards. The childminder has a secure knowledge of child protection issues and the correct procedures to follow if she has a concern about a child in her care, to protect their welfare. She shares all her policies and procedures including safeguarding and complaints with parents so they understand how she cares for the children. The childminder accurately maintains children's documentation and stores it securely.

The childminder works effectively with parents and others involved in the children's care. Helpful information from parents means that the childminder knows the children's welfare and learning needs so she can plan and provide positive experiences. Parents access their children's learning journals when they wish and this along with daily conversations keeps them well informed about their child's progress. The childminder asks parents for their

feedback about the care that children receive and the childminder adjusts her practice to accommodate their suggestions. For example providing a quiet time for older children to complete homework. Parents demonstrate their appreciation as they comment that the childminder is professional, children enjoy a range of activities that help them learn and how much the children love being with her. This partnership promotes continuity in children's learning between the home and the setting.

### **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>	EY320069
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	912064
<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>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/05/2012
<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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