

Inspection date	31/05/2013
Previous inspection date	20/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder is kind and caring towards the children. As a result children feel safe and secure in her care.
- The childminder is aware of each child's individual needs through the positive relationships she build with parents.
- Children readily participate in a range of singing and dancing activities that help to promote their language and physical development indoors.

It is not yet good because

- Although the childminder has a sound knowledge of first aid and the steps to take in an emergency, she has failed to maintain a current paediatric first aid certificate, as required.
- The childminder does not provide children with a wide range of activities and resources that cover all areas of learning in the outdoor area.

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 indoors.
- 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 2005. She lives with her husband and their two children in Reading, Berkshire. Another adult family member also lives in the home. The childminder's husband at times is also her assistant. The childminder uses the whole of the ground floor of the house for childminding with sleeping facilities provided on the first floor. 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 supports children who speak English as an additional language.

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 seven children, who are in the early years age range, on a part-time basis.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- gain a current paediatric first aid qualification.

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

- develop the outdoor area further to promote all areas of learning for the younger children.

Inspection judgements

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

Children are comfortable and secure in the childminder's care. This is clearly evident in the relaxed manner in which they play and interact with her. The childminder is aware of how children learn and develop as they play. She uses their interests to help promote their learning. For example, children enjoy singing and dancing to a range of music from different countries, especially Africa. This helps them to further develop their communication and physical skills. The childminder further promotes children's early language and communication as she appropriately introduces open-ended questioning through regular conversations and through daily routines. Children enjoy their time outdoors in the garden. For example, older children play football and other sports games. This helps the older children develop their physical skills. However, the childminder does

not use the garden to its full potential, as she does not provide resources and activities covering all areas of learning for the children. This has an impact on their learning in the outside environment, especially those children who are more active learners.

The childminder provides cooking activities to help the children to develop their mathematical and literacy skills. For example, older children read the recipes and younger children talk about the different shapes of their biscuits they make. Outings to the local park, church and toddler groups enable the children to become aware of the local community. The childminder offers an inclusive environment. Children who learn English as an additional language can access words and resources from their home country. There is a large world map on display and the childminder encourages children to bring photographs of their home countries or countries they have visited on holiday. This helps all children to be aware of the lives of others.

The childminder obtains information from parents when children start which includes their children's achievements so far and their preferences. She uses this information to provide a range of activities and experiences for the children to participate in. This helps all children make satisfactory progress in their learning. Each child has a learning journal. This includes photographs, and examples of children's work and observations made by the childminder. The childminder uses the observations she makes to identify children's next step in their learning. Parents can access their child's journal at any time. This promotes a shared understanding of the importance of children's learning. The childminder uses her knowledge of the children's development to help prepare them for their next stage in their learning and their move to another setting or school. The childminder is aware of the need to complete the two-year progress check when the need arises.

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

The childminder is a positive role model. She is supportive of the children in her care, so that they learn to share, take turns and show consideration and respect for others. The childminder provides a calm environment where children feel safe and secure. The children demonstrate they feel happy in her care. They talk and laugh together, sharing ideas and playing games. As a result, children build trust in the childminder and develop their self-esteem and confidence. Children can independently access a range of resources as the childminder ensures most of them are available in the rooms the children use. Older children show kindness as they help the younger children build the train set on the floor.

The childminder takes many positive steps to promote children's safety and well-being overall. However, she has failed to maintain an up-to-date first aid certificate. Walks to school enable children to learn about their own safety as they practice road safety procedures with the childminder. Older children draw their own fire evacuation plans helping them to understand the most suitable and safe exit out of the home in an emergency. Children are developing an understanding of a healthy lifestyle. They access a drink when they require and are aware of the hygiene routines in place. Children enjoy the healthy meals and snacks the childminder provides. The childminder encourages the

children to try and taste a range of foods from different countries which they enjoy. For example, children go home and ask their parents to cook them African food. Regular outings to the park enable children to further develop their physical skills as they climb and run.

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

The childminder has a secure understanding of her responsibilities in meeting the Early Years Foundation Stage requirements. She has a range of policies and procedures in place which she shares with parents to inform them of her responsibilities. She ensures her assistant is aware of his role and responsibilities when he is helping to look after the children. The childminder has a secure understanding of safeguarding procedures as she has attended further training to promote and refresh her knowledge. However, she did not identify the need to update her first aid training before her current certificate became out of date. She has completed some practical training but still has not completed the on-line section of the course to enable her to obtain a valid first aid certificate. As she has kept some aspects of her first aid knowledge up to date, the impact on children is limited. The childminder ensures children are kept safe in the home and on outings as she completes a range of risk assessments and daily checks. She also records all visitors to her home and ensures they are not left alone with the children. The childminder has procedures in place to assess children's progress, identify gaps in their learning and plan suitable activities and experiences to help children develop and learn while they play.

The childminder reflects on her practice in a variety of ways for example, by asking parents to complete questionnaires on her childminding service. This helps her to identify further improvement such as, making resources more accessible to the children when they first arrive. She attends childminding conferences to keep up to date with any childcare knowledge and changes. The childminder develops positive partnerships with parents. Information is shared daily to ensure all children's needs are recognised and met. Parents make positive comments in their questionnaires. These include how much their children enjoy dancing and playing with the other children. The childminder develops supportive partnerships with other settings the children attend to ensure children's continuity of care and learning. For example, she exchanges information with teachers for the local school when collecting children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that an appropriate first aid qualification is in place (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is in place (voluntary part of the Childcare Register)

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	EY301125
Local authority	Reading
Inspection number	920921
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	20/10/2010
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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