

<b>Inspection date</b>	20/06/2013
Previous inspection date	29/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children are happy in the childminder's care and benefit from being able to access a broad range of toys, resources and activities that promote their learning in all seven areas.
- The childminder understands children's starting points and emerging interests well. She plans effectively for them and consequently they are making good progress in their learning.
- Children behave very well and demonstrate they feel safe and secure.

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

- The childminder misses some opportunities to further develop children's emerging early language. For example, through offering them choices and using repetitive rhymes and songs to promote their speech further.

## 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 children in their play and in their interactions with the childminder.
- The inspector engaged in conversation with the childminder and the children.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector read and took into account the views of parents.
- The inspector discussed children's progress and interests with the childminder as they took part in activities.

**Inspector**  
Aileen Finan

## Full Report

### Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Lower Earley. She is happy to take and collect children from local schools. The family has two pet cats. Childminding takes place generally downstairs with sleeping facilities upstairs. A garden is available for outside play. The childminder is currently minding two children who are within the Early Years age range.

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

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

- encourage children's emerging language development further by offering choices, using songs and rhymes.

### Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She demonstrates that she understands children's backgrounds and starting points well. As a result, she is effectively able to plan for children's interests and play that meet their developmental stage appropriately. Children are eager to join in and take part, which in turn promotes their readiness for the next stage in their learning. They benefit from a broad range of resources that provide stimulating opportunities for them to play and explore. Children thoroughly enjoy an indoor game of 'catch' and anticipate catching the ball by the prompts the childminder makes by saying one, two, and three. Children are confident at catching the ball and then throwing or rolling back to the childminder or her son. Consequently become aware of the sequence for numbers.

Children are happy to choose their play and are starting to explore. For example, the childminder encourages children's investigative play. She recognises that they enjoy opening and closing doors and flaps as a favourite activity and are starting to explore with paint, colour and mark making. She confidently identifies children's emerging interest in books and stories. She acknowledges and responds to children's early language development by using verbal and non-verbal communication effectively. However, she is less confident to extend and promote this further. For example, by offering children choices to promote their understanding of language or by using repetitive songs and rhymes as they sit together for cuddle and stories.

The childminder completes development records for the children. Through her observations, she demonstrates the good understanding she has of their starting points and the achievements they are making in their learning and development. Alongside regular verbal feedback, she shares these records with parents. This provides them with regular and timely information about the progress their children are making. Furthermore, she invites them to contribute verbally to the assessments she makes to complement home-setting learning.

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

Children are very happy in the childminder's care. They behave extremely well and demonstrate their respect for one another and the childminder. The childminder offers children small responsibilities and works with parents to promote consistency between home and her setting. This enables children to become aware of their boundaries and expectations. Consequently, they understand their routines well and cooperate with these happily. For example, they understand the importance of their rest and nap times and wave goodbye as they contently go off for a sleep. Children have extremely warm bonds with the childminder and are content to snuggle up for cuddles or seek her support in their play. The childminder provides children with a very welcoming atmosphere, which helps them to settle well.

Children thrive within a well-resourced environment and are happy to choose from their age appropriate and easily accessible toys. They have regular opportunities for outside play, including woodland walks and visits to the park. They therefore benefit from lots of fresh air and exercise. Other visits to soft play centres and toddler groups provide opportunities for children to socialise and build relationships with other children. This helps them to develop securely within their physical and personal, social and emotional development. Children enjoy healthy snacks provided by the childminder and balanced meals, which their parents currently provide. The childminder understands their dietary needs and any allergies they may have through discussions with parents. Overall, children are very confident in the childminder's care. They are developing securely in their physical and social well-being.

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

The childminder has a good understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She acknowledges her responsibilities to safeguard the children she cares for and understands the procedures to take should she have a concern about a child in her care. She has completed child protection training in the past to further enhance her understanding of her responsibilities. The childminder implements her policies consistently. These include safeguarding children, behaviour management and complaints procedures. She shares her policies with parents so they understand the procedures that support their children's health, safety and well-being. The

childminder conducts risk assessments for her home and outings to further promote children's safety. She holds a current first aid qualification, which enables her to confidently treat any minor accidents children may have. She understands the requirements for administering medication and for recording any accidents that occur.

The childminder demonstrates that she has a very good understanding of children's starting points and their emerging interests through her detailed observations and discussions with parents. As a result, she is able to plan effectively for children's development and learning. Children are engaged in their play and are making good progress in line with typical expectations. Relationships with parents are very positive. Parents state they are happy with the care their children receive. The childminder involves parents in how she supports their children's learning. There are no children currently attending who have shared care arrangements. The childminder has evaluated her provision well and is confident to identify her strengths and plan for future improvements to enhance further the outcomes for 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

<b>Unique reference number</b>	EY344298
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	920559
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/06/2011
<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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