

Inspection date	18/06/2013
Previous inspection date	31/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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		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

- Children enjoy their time and play happily within a warm and welcoming home. This helps them to develop a sense of belonging.
- The childminder plans activities that are exciting, challenging and reflect the current interests of the children. This helps children to make progress in their individual learning and development.
- Children who are learning English as an additional language are supported well as they can access words and resources in different languages.

It is not yet good because

- The childminder does not maintain a record of the children's hours of attendance.
- Overall the childminder promotes children's well-being and safety. However on an occasion owing to the number of younger children being looked after children's safety and welfare has not been fully promoted.
- There is scope to provide more opportunities and printed words within the environment to support children's interest in early reading.

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 comments about the childminder.
- 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 2006. She lives with her partner and children in Reading, 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 and parks. The childminder can take children to and collect them from local schools. The childminder supports children who have English as an additional language. The family has a dog.

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 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:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance.
- follow the required adult to child ratio's in order to maintain the safety of children

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

- provide more opportunities for children to increase their literacy skills and to see print used in a variety of ways in the environment.

Inspection judgements

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

The childminder has a secure knowledge and understanding about how young children learn and develop while they play. She uses this knowledge well and as a result, the quality of teaching is good. The childminder knows the children well and considers their interests to help her to plan motivating and stimulating activities. As a result, children make good progress in their learning and development and develop the skills required for their next move to another setting or school. Children's next steps are planned for well, as the childminder uses observations and assessments effectively to help her plan for

children's next steps of learning. The childminder uses information gained from parents to support her in meeting children's individual learning needs. Each child has a learning journal which includes examples of their work and the observations the childminder makes. The journal is readily shared with parents to keep them informed of their children's achievements and help them to support their children's learning at home. The childminder has implemented a two year old progress check and completes this with parents when required. This further supports parents in being aware of where their child is in their learning and identify any areas of concern.

The childminder uses children's interest, for example, in bugs and insects to promote all areas of learning in a fun and interactive way. She asks them questions about what the bees and insects are doing which helps children to develop their communication and language skills. Children also eagerly join her in singing songs linked to bugs and insects. Children readily count the number of bees and talk about the different shapes of the insects and how long, short, big and small they are. This helps the children to develop their mathematical understanding. Children thoroughly enjoy their walks to the local parks and woods. They run up and down the hills, climb on logs and play on outdoor equipment. Children also look for different bugs, flowers and trees. These visits enable children to develop their physical skills and understanding of nature.

Children have many opportunities to begin to make marks as they use a range of resources both inside and outside such as sand and chalks. They enthusiastically post letters and pictures to their home. All children enjoy choosing the books they wish to look at from the book case. However, the environment is not yet rich in print to fully embrace children's learning about words through using labels, names and signs. The childminder makes good use of the outdoor area to help further promote children's development. A favourite activity of the children's is to pretend to paint the fence with water and they participate in a number of role-play situations outside. This helps to develop their creativity and imagination skills.

Children who are learning English as an additional language are supported very well in their learning. They can readily access a range of resources including books and words in their home language. Visits to a local global caf, Caribbean and French restaurants enable children to try and taste food from other countries. Children also participate in a range of festivals and events. These activities and experiences help children to begin to learn about the lives and cultures of others.

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

Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging their development of self-esteem and a sense of belonging. Children readily approach the childminder and show delight with the cuddles and hugs they receive. Children happily play alongside each other and are beginning to share and take turns when required. Overall, the childminder promotes children's safety. She helps children to learn about road safety procedures when out and regular trips on the buses and trains helps children begin to be aware of how to use public transport

safely. The young children are beginning to be aware of the behaviour rules in place and the childminder talks to older children about how their behaviour can have an effect on others.

Toys and resources are readily accessible to children to help them begin to develop their independence and decision making skills. Children are developing their independence skills as they can readily access the toys and resources they wish to use when they require. Children are developing an understanding of a healthy lifestyle as they are able to access the outdoors in all weathers to have regular fresh air and exercise. The childminder works in partnership with parents to ensure young children's routines and sleep patterns are followed.

The childminder promotes healthy eating and provides a range of healthy and nutritious meals and snacks for the children. Parents comment on the delicious food the childminder provides especially her take away service where they can take home food with them for their children. The childminder develops positive relationships with other settings the children attend. She also helps prepare children for the move to school, by encouraging them to develop the skills needed such as developing their independence. This ensures a smooth move, consistency of care and learning and reassurance for each child.

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

This inspection was brought forward following a concern about the safety and supervision of children. The childminder does not meet all the welfare requirements of the Early Years Foundation Stage. This is because although she records children's hours of attendance in their daily diary she does not keep a record herself to demonstrate how she meets the required ratios. She also, on an occasion, has looked after more than three children in the early years age range and this had an impact on the safety of the children. The childminder has implemented measures to improve her supervision of the children. The childminder has a secure understanding of the child protection procedures to follow if she has concerns about a child in her care. She also ensures visitors to her home are not left alone with the children. The childminder ensures children play in a safe home environment and are kept safe on outings as she completes a range of risk assessments and daily checks.

The childminder uses developmental guidance to check how well children are progressing to ensure they continue to learn and develop. She uses her many years experience as a childminder to 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, she continually reviews what she is doing with the children and has identified areas for further improvements. For example, to provide a magnetic board to help children develop their manipulation skills. Secure partnerships are in place with parents. The childminder shares information regarding their children with them in a variety of ways including electronically and through the daily diary. Parents make many positive comments. These include how they trust the childminder completely, how much their children enjoy their

time with and they would completely recommend her to others. The childminder continually updates her knowledge she has attended a range of training since her last inspection. She is also working towards completing the Reading Quality Award. The childminder also regularly meets up with other local childminders to share ideas and best practice.

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:

- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (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	EY339211
Local authority	Reading
Inspection number	921283
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	31/03/2010
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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