

Inspection date	15/08/2013
Previous inspection date	12/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The childminder has a secure knowledge of the Early Years Foundation Stage and makes good use of her observations and assessment to plan experiences for children, which support them to make good progress in their development.
- The childminder establishes warm, affectionate relationships with children in her care. Consequently, children develop good self-esteem, settle well and have a positive attitude towards learning.
- The childminder understands her role and responsibility regarding safeguarding children to protect their welfare.
- The childminder has established effective systems of monitoring and evaluating her practice and enhancing her own skills and knowledge, in order to drive continuous improvement.

It is not yet outstanding because

- Children do not always have maximum opportunities to use their developing writing skills during outdoor play activities.

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 spoke with the childminder and children at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's training and sampled a selection of policies, documentation and children's records.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for children.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband in a semi-detached house on the outskirts of Newbury in Berkshire. Children have access to a lounge and large dining area as their main play space. There is a shared garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently there are three children on roll in the early years age range who attend on a part-time basis. The childminder has a pet cat. The childminder holds a CACHE Diploma for the Children and Young Peoples Workforce at level 3.

What the setting needs to do to improve further

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

- provide children with opportunities to build further on their reading and writing skills in outdoor play opportunities.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how to promote children's development and they are happy and purposefully engaged. Within the home there are good quality toys, which children freely access and which support their progress across all areas of their learning. The childminder undertakes regular observations of what children can do and has devised a system of assessment, which enables her to effectively monitor and track their progress. She gathers information at the outset about what children can do, in order to establish clear starting points for their learning. This helps her to ensure that they are on track to be ready for school as they progress towards school age. The childminder makes effective use of her observations to plan activities, which support children's continued progress.

The childminder places a strong emphasis on developing children's speech. She effectively fosters young children's communication skills. For example, she sings songs and rhymes spontaneously and repeats sounds and words, to encourage children's listening skills. Children start to link sounds to letters as they sound out letters in words while routinely drawing and writing in the day. They enjoy playing with pushchairs and dolls, carefully looking after the babies and placing them in their baby seats or in the swing outside. Children are interested learners and have been closely involved in waiting for the stick insects' eggs to hatch by carefully charting their progress and once hatched, tracking their

growth. They talk excitedly about how tall their sunflowers have grown in the garden, comparing who has the bigger plant and discussing why some have grown and others have not. Each child is confident to communicate their own needs and preferences. They move freely between activities working both independently and inviting the childminder to join in their games. For example, they decide to draw and cut out shapes on paper. They begin to incorporate language, such as 'straight' and 'curved', talk about corners, and compare the sizes of pieces as they cut out their shapes. Later, older children choose to use a display board to construct sentences of their favourite band. The childminder skilfully follows children's lead, by arranging magnetic words and creating new ones. This helps children to understand that literacy can be used to carry information and is a good introduction to the key words used in school. This supports their early education and each move between nursery or school classes.

The areas of learning are generally well planned for and children use the shared outdoor area to support their play. For example, they all enjoy a picnic in the garden after building a den from blankets and chairs on the grass. However, while a range of activities are planned for the garden, the childminder provides fewer planned opportunities for children to develop their writing or reading skills in the outdoor environment in order to support those children who learn better outside. She introduces children to their local community and builds in opportunities to explore the wider society. For example, they visit local music or craft activity clubs and enjoy visits to a local castle.

The childminder has positive relationships with parents and shares information on a daily basis. She seeks information about what children are learning at home, so that she can continue and extend this in her provision and keeps parents fully informed about their children's achievements. This ongoing exchange of information and sharing of ideas means there is consistency and continuity for children as they move between home and the childminding provision.

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

The childminder knows each child very well, which helps them settle quickly and form close bonds with her. This is because she gathers a good range of information from parents at the outset relating to children's preferences, backgrounds and interests. She is warm and caring and children demonstrate their sense of trust through their warm interactions with her, including spontaneous, affectionate hugs. Young children develop good levels of self-confidence because the childminder gives them opportunities to choose what they want to play with and be involved in their day. For example, children are encouraged to put on their own shoes before going outside. The childminder provides lots of encouragement and gives the children time to try to put on their new shoes. As a result, by providing appropriate resources and offering sensitive, gentle support, the childminder encourages children to practise self-help skills. Children are very well behaved; this is because the childminder sets clear boundaries and communicates clearly with children. The childminder encourages and praises children for their sharing and turn taking and this helps to improve their confidence and self-esteem.

The childminder encourages children to adopt a healthy lifestyle. She promotes basic personal hygiene routines and plans daily outings to ensure they have ample fresh air and physical exercise. She works successfully with parents to ensure children have a healthy diet and learn healthy eating habits. Snacks, if needed, consist of fresh fruit and meals are nutritiously balanced. Children help the childminder grow produce in her garden that is also included in their healthy meal options, such as carrots and tomatoes. Drinks are available at all times and children are actively encouraged to drink water so they do not get thirsty.

The childminder provides children with good opportunities to take part in learning experiences outside of the home. For example, they join in activities at local community groups, regularly meet up with other minded children and visit local play parks and country parks. The childminder promotes children's physical development well. She regularly takes them to the local park, where they practise climbing and balancing skills. These experiences provide opportunities for them to interact with adults and children outside of their immediate carers and to develop good social skills, which will help them with transitions to school.

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

Children are well safeguarded because the childminder has a comprehensive understanding of her responsibilities within this area. She has recently updated her training and has a range of relevant literature, which she uses to inform her written procedure. The childminder has a good understanding of risk and supervises children carefully. A daily risk assessment is carried out for all areas of the home where children play. The childminder is vigilant when planning outings. Detailed risk assessments are in place for walks and visits to local parks and she makes sure children play on equipment that is safe and appropriate, to meet their individual needs.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and how children learn. She is a very experienced childminder and is, therefore, able to effectively meet the needs of young children. She monitors the educational programmes to ensure that she provides a stimulating and enjoyable range of activities for children in her care.

The childminder has made significant progress in improving her practice since her last inspection. She has made a number of changes to her provision, most notably completing a level 3 recognised childcare qualification. Gaining this qualification has supported the childminder to better understand how to support children's learning in a number of positive ways, including building their confidence and developing their good speaking skills. The childminder continues to work closely with the local authority support team to improve her practise. She actively responds to any areas identified for improvement by attending regular training to increase her skills and knowledge. Current targets for improvements are clear and support high levels of achievement for all children, over time. She seeks parents' views about her provision through ongoing discussions and invitations

to complete written questionnaires. Parents comment favourably about the level of care and learning their children receive. This close link makes an effective contribution to ensuring children's needs are met. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. She works closely with parents, schools and other agencies involved with children and follows any provided programmes to support children. For example, she follows guidance programmes to assist with the development of speech and language. As a result, children make good progress. Children in this setting have a positive experience that forms a good base for continued development and well-being.

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

Unique reference number	EY392309
Local authority	West Berkshire (Newbury)
Inspection number	815993
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	12/07/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

