

**Inspection date**

02/09/2013

Previous inspection date

Not Applicable

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

Not Applicable

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 have formed very good relationships with the childminder. This helps them to successfully engage in learning through play.
- The childminder acts as consistent role model to skilfully help children develop their understanding about sharing, turn taking and being kind to each other.
- The childminder provides a secure environment, which protects the children as they explore and investigate within their environment.
- The childminder places a strong emphasis on working in partnership with parents in order to enable her respond to the children's individual needs.

**It is not yet outstanding because**

- Children have fewer opportunities to explore with toys and resources, which support their awareness of people and communities for understanding of the world.

## 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 in the sitting room, kitchen come dining area and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys, letters from parents and a range of policies and children's records.
- The inspector observed hand washing and nappy changing and children having their snack and lunch.
- The inspector gave feedback to the childminder at the end of the inspection.

## Inspector

Tracy Bartholomew

## Full Report

### Information about the setting

The childminder registered in 2013 and is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She lives with her partner and young daughter in a house in Thatcham, Berkshire. Children have use of two main rooms for play. Toilet facilities are accessed on the ground floor. There is an enclosed garden for outdoor play. The childminder is currently caring for five children and of these four are in the early years age group, all on a part-time basis. The family have pet cats.

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

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

- continue to build children's understanding of the wider world by increasing the number of toys and resources that reflect diversity.

## Inspection judgements

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

Children are happy and confident within the care of the childminder. They have good opportunities to make independent choices as the childminder sets up the home prior to their arrival. Children's creativity and decision making is well promoted by the range of toys and creative activities available to them in low-level boxes. However, children have fewer opportunities to learn about the world they live in, due to the limited amount of toys and resources which reflect ethnicity and diversity. Despite this the childminder has a variety of books and plans to celebrate festivals from around the world with the children.

The childminder effectively extends children's language as she communicates with them consistently and encourages their speech, through effective questioning. She asks a good amount of open-ended questions to develop children's speaking skills and together they enjoy singing and reading stories. Children have good opportunities to develop their mathematical development, as the childminder uses games to promote learning. For example, she asks children 'What shape is this brick?' and 'How many bricks will we need to make the tower higher?'. Younger children's early mathematics skills are promoted with naming colours of the bricks and counting how many segments of orange they have at snack time.

Children's physical skills are very well supported in the home as they explore ride on toys and investigate with arts and crafts, such as dough and paints. Outside the older children excitably enjoy making and playing inside their tents and dens, this supports their

imagination skills. The childminder helps children to be independent and look after their own personal needs. She skillfully celebrates their achievements, such as seeing to their own toileting needs independently and putting on their own shoes. This helps them to feel confident and happy to develop their skills ready to move onto pre-schools and school.

The childminder has good processes in place to find out about children's individual needs. She meets with parents and finds out information about their child's likes and daily routines. She then uses this information to plan for the children's day whilst incorporating their daily routine, which ensures each child's individual needs, is met. The childminder completes regular observations, assessments and tracking documents to show how children are developing. The childminder then uses this information to identify the next steps in children's learning and development. The childminder shares these records with parents to enable them to be fully involved in their children's care and learning.

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

All children demonstrate a strong attachment to the childminder, despite some of them only attending for their first day at inspection. The older children readily invite her into their games and younger children enjoy snuggles during interactive playtimes. All children show they feel safe and secure in her care and confidently explore their environment. The childminder develops the children's understanding of safety, through play and discussion. She talks to the children about the dangers of swinging the bats and discusses with them how to play carefully with the skipping rope, which they used as a tow rope. Children learn about healthy eating and the benefits of exercise through regular discussions, play and daily routines. They enjoy healthy snacks and drink which helps them to maintain a healthy lifestyle.

Children are safe and secure within the environment and have use of good open spaces to freely explore and play. They have freedom to play and explore outside daily, with free flow access into the garden. Resources are accessible and used well to encourage children's play and independence. For example, a good range of toys, musical instruments and play materials are available to the children to choose independently.

Overall, children behave well. The childminder is a positive role model who engages well with all children to promote their level of understanding of acceptable behaviour. This is evident when children explore with the blocks alongside each other. Children benefit from the good amount of praise and encouragement, which in turn develops their self-esteem, whilst learning to be kind to each other.

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

The childminder has made a good start to her childminding service. She has used her experience of working in the child care profession to create a warm and welcoming environment for the children to play and explore. A good range of documentation is in

place, this includes assessments records for children and formalised planning. The childminder has a good range of individual policies and procedure, which are used effectively to underpin her daily routines and practices. The childminder has completed a system of self-evaluation, which successfully identifies areas for future development, such as purchasing more outside play equipment for the older children.

The childminder fully understands her role to safeguard children. She has a secure awareness of the routes of referral and whom to contact if she had concerns about a child. Her policies and procedures have a secure emphasis on safeguarding and promoting children's health, which as a result aids children's all round development. Parents have access to all records through their individual copies of the childminder portfolio. This enables them to be knowledgeable of the childminders duties and also aid them in understanding their responsibilities. For example, when not to bring their children to the setting when they are unwell. The childminder undertakes regular risk assessments, this as result maintains children's safety in the home and on outings.

The childminder has built good relationships with the parents. Parents relate well to her professional and friendly manor. They write glowing reports on the quality of care they feel their children receive and recommend her highly. The childminder communicates with parents verbally every day and provides them with a diary book. This enables parents to refer to the information at home. The childminder understands her role to work in partnerships with others concerned with the children's development. However, as of yet has not had the opportunities to put her good methods in place. Despite this she is soon to start taking and collecting children local pre-schools and schools. She is aware of the utmost importance to share information and good practise with the children key workers, to maintain continuity of care.

### **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>	EY458526
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	906563
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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