

Inspection date

Previous inspection date

28/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and enjoy their time with the childminder. They have a warm relationship with her.
- The childminder has a very good understanding of children's backgrounds and starting points. She makes highly detailed assessments and observations of children through their activities that span all seven areas. Consequently, children are making good progress in their learning.
- Children are very well behaved.
- The childminder has made good links with others sharing the care of the children she looks after and has positive relationships with the children's parents.

It is not yet good because

- The provider has not notified Ofsted about an adult, over the age of 16 years who now resides at the family home.
- The childminder provides children with explanations about healthy lifestyles and safety, but is less confident to extend these through activities and role-play to further enhance children's awareness.

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 spoke to the childminder about how she plans and assesses children's progress.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke with children about what they enjoy doing.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and adult children in Caversham, Berkshire. Children have use of the ground floor of the house. There is a garden for outside play. The childminder makes use of local facilities such as parks, the library and toddler groups. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for five children in the early years age group. Of these, three children are in full-time education. The childminder holds a relevant qualification 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:

- extend the activities that support and promote children's awareness further about healthy lifestyles and their own safety.

Inspection judgements

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

Children enjoy a wide range of toys and resources, activities and outings that promote their learning and development extremely well in all seven areas of learning. The childminder provides a stimulating and well-resourced home, that is welcoming and inclusive. She has a secure knowledge and understanding of children's backgrounds and starting points. Her highly effective observational assessment and partnerships with parents mean that the childminder is well informed about children's progress and their emerging interests.

The childminder is able to use effective teaching practice to extend activities that offer children time to think, explore and be challenged in what they do. They are therefore interested and active learners. For example, children are excited to receive a certificate from the library after 24 visits to borrow books. They are eager to talk about their favourite stories and explain why they like these so much. This means children are extending their interest in the world around them and enhancing their communication and language skills. Children listen attentively to the childminder as they use an art resource to make their designs. The childminder talks about the wheels and cogs and how, if they use the outer pins of the wheels they can make their pattern bigger. This promotes children's creativity, as well as their understanding of mathematical language.

The childminder acknowledges the importance of promoting language and supporting

children's home languages. She achieves this in a fun way by, for example, encouraging them to teach her songs in their own language and to learn their key words. She works in partnership with parents to help develop language for those children who need a little extra support. She demonstrates high expectations of herself in providing children with the skills to reach their potential. As a result, overall all children are making very good progress in relation to their starting points. They demonstrate their readiness for the next stage in their learning.

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

Children have a close relationship with the childminder and take part in a wide variety of outings and activities. They are happy to discuss and share these and explain what they like doing most. Children behave very well and are happy individuals, who have a warm relationship with one another. They are extremely confident and self-aware. They show that they are independent and well prepared for the next stage in their learning. For example, children are able to identify the first letter and sound of their names. The childminder supports their self-care well and children understand the need to wash their hands prior to eating or after using the toilet. They learn skills for their future such as using resources safely and in listening to and following instructions. The childminder has robust risk assessments for her home and completes a daily checklist to support children's safety. She is aware to review her home for safety. In particular, the childminder has demonstrated this following an accident at her home. She has used this reflection to identify a target for future improvement in completing a health and safety course. The childminder provides children with clear guidance about their safety and healthy lifestyles, but is not yet confident to extend and enhance their awareness further through activities or role-play, for example.

Children have regular opportunities to be outdoors and enjoy a wide range of resources and outings to promote their learning further. They enjoy a healthy, balanced diet with meals and snacks provided by the childminder. The childminder understands children's dietary needs and any allergies through her discussions with parents. Younger children sleep according to their needs, so they can wake refreshed and ready to continue their play. They happily cooperate with nappy changes, demonstrating the security and contentment they feel. Overall, children show they are very well prepared for the next stage in their learning.

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

This inspection was carried out following a notification from the childminder in relation to an accident that happened to a child in her care. The inspector found that the childminder had considered all hazards while risk assessing her home but unfortunately a child had been hurt and required hospital treatment. Since this time, the childminder has reviewed her risk assessment robustly and taken additional measures to protect the children she cares for. The inspector was satisfied that the childminder had acted upon the incident

appropriately and had met all her responsibilities, including informing Ofsted as required to do so. However, the notification from the childminder highlighted a concern that other persons, apart from those Ofsted were aware of currently, lived at the home. The inspector found during her inspection that the childminder's daughter had recently returned home from university and now lived at the childminder's address. The childminder failed to notify Ofsted about any person over 16 years of age, living at the home where childminding takes place. It is a requirement to do so. However, on this occasion, Ofsted do not intend to take any further action.

Apart from the failure to notify Ofsted of a significant event, the childminder demonstrates that she has an appropriate understanding of the Statutory Framework for the Early Years Foundation Stage. She has completed a range of further training since registration including safeguarding awareness. The childminder understands her responsibilities in relation to child protection and demonstrates her awareness of the procedures to take should she have a concern about a child in her care. She shares her clear policies with parents so they understand the procedures in place to promote their children's health, safety and well-being. The childminder is aware of appropriately recording any accidents that occur and any first aid administered. The childminder reflects on the provision of care she provides and is confident to acknowledge her strengths and plans for future improvement.

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. Her systems to assess and track children's progress provide her with the essential information to plan for their future learning. There are well-established practices in place to work in partnership with others, for example school and pre-school staff. Consequently, the childminder is proactive in complementing children's ongoing development and learning. She also has very good systems so that she can share children's achievements and progress with parents; and to help them in working together to promote home-setting learning. As a result, children are supported well in their future development.

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	EY426216
Local authority	Reading
Inspection number	933129
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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