

Inspection date	13/08/2013
Previous inspection date	06/10/2009

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

- The childminder makes sure that her home is safe and appropriately organised so that children can easily select resources for themselves. They make good progress in their learning overall given their age, ability and starting points.
- Children make good progress in their communication and language skills. The childminder values and listens to them, asks useful questions and encourages conversation as they play.
- The childminder provides a welcoming environment in which children form strong relationships and feel secure. They are well-behaved and develop independence as they follow daily routines.

It is not yet outstanding because

- The childminder offers a wide range of learning opportunities but does not consistently reflect on her practice to identify further areas for development, which reduces opportunities for her to fully improve the provision she offers.

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 sampled a selection of policies and children's documents.
- Information and comments from parents was obtained through written references.
- The inspector observed activities in the childminder's home and spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Susan May

Full Report

Information about the setting

The childminder registered in 2009. She lives with her husband and children in Burghfield Common in Berkshire. All of the premises are used for childminding. There is an enclosed garden for outside play. The childminder is able to take and collect children from local schools. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for one child in the early years age range. The childminder also cares for older children. The childminding provision is open all year round.

What the setting needs to do to improve further

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

- strengthen the use of self-evaluation to drive forward improvements to the service and fully enhance children's learning and development.

Inspection judgements

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

The childminder's knowledge of each child's individual care and learning needs is secure. She offers learning opportunities that help children make good progress in all areas of learning and development. Children choose what and how they want to play with the resources. They are eager to try new challenges. For example, they use their imaginations to develop their creative and physical skills as they take a toy car engine apart and put it back together to mend it. This activity also helps develop problem-solving skills as they search for the right screwdrivers and spanners to match the varying shape and size nuts and bolts. A balance of child-led and planned activities based on children's interests help them to extend what they know and can do across other areas of learning. For example, children enjoy a game of matching pairs, with young and older children sitting together happily, taking turns and cheering each other on when they find a matching set. Children are confident and self-assured, showing good signs of independence and actively seeking learning opportunities for themselves. This, along with a positive attitude to learning, helps children become ready for the next step in their education as they move on to nursery and school. Children make good progress in their language as the childminder encourages them to communicate their thoughts and feelings. She uses good questioning techniques and repeated phrases and words. These techniques include using gestures, asking questions, and helping them sound out words. This helps encourage children's understanding and responses.

Children move around the environment confidently and handle objects and tools safely and with increasing skill. They identify shapes made in the play foam and begin to develop mathematical language as they talk about the marbles rolling down the tube tower they have made. Books are accessible and appropriate for the ages of children who attend. Children get pleasure from stories while other books help them begin to understand that these can be used as a source of information. For example, to find out about similarities and differences of other cultures. The childminder uses the outdoor environment as an opportunity to promote children's learning. For example, children chalk at the easel and become excited as they watch the dustcart lifting up the bins to take away the rubbish. They then 'listen out' for the next cart that will take away the recycling. Physical skills are developed as children climb, slide, ride wheeled toys and handle play dough. Children enjoy arts and crafts activities and are keen to say which activities they like best. A particular favourite is the shaving foam as they laughingly describe how they end up with it all over themselves. Older children help the younger children as they play and meetings

with other adults and their children encourage social skills. Children benefit from regular opportunities to explore the local area and wider world. This helps them begin to learn to respect different cultures and understand similarities and differences of people. They enjoy regular outings, visit local parks and shops and travel further afield to farms where they see a range of animals and begin to learn where food comes from as they pick their own fruit.

The childminder talks to parents about children's progress. She sends home a daily diary about things the children have done and includes short observations about any new achievements. She has not yet completed a progress check on children aged two but is aware of what is required as children reach the appropriate age and is seeking further training with the local authority. Parents are welcome to see children's progress records whenever they wish and she asks them what children do at home so together they can decide on children's next steps. Her assessment of children's progress and their interests are considered when she plans future activities and events. Consequently, children make good progress in relation to their starting points.

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

The childminder has an affectionate and caring attitude towards children and as a result she builds up a good relationship with them. Children settle quickly in the child friendly environment. Children's sense of curiosity and exploration is stimulated as they choose what they want to play with from a wide range of activities that supports their interests. Children enjoy group activities and play together extremely well, with the childminder keeping a watchful eye and offering support when required. This shows the positive relationships that children form as they enjoy each other's company. The childminder recognises individual needs and consequently, children feel valued and gain a strong sense of identity. Children have a good understanding of how to behave and this knowledge helps them respect themselves, others and the environment. For example, young children smile happily at the praise they receive from the childminder for a job well done as they help tidy away. This positive attention helps to promote their self-esteem well.

The childminder promotes a healthy lifestyle as children play outdoors for fresh air and exercise on a daily basis. The childminder encourages children to adopt good self-care skills and they are increasingly able to complete simple tasks, such as toileting and hygiene routines. They manage their shoes when they want to go outside and know they need to put on hats when it is sunny. Children enjoy a range of activities designed to encourage their physical development. For example, in the garden children have fun as they take part in races, carefully carrying eggs on spoons around obstacles, running and hopping as they balance bean bags on their heads and jumping as they have a sack race. This exercise helps them to be more aware of how their bodies work. Children begin to develop a sense of keeping themselves safe. For example, a child reminds the others when they have cherries for snack that there is a big pip it and it needs to be taken out before it is eaten. Children recognise when they are thirsty and have individual drinks they can help themselves to when they wish. Parents provide children's meals and snacks and

the childminder ensures these are stored appropriately so food remains fresh for children to enjoy safely.

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

The provider meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She helps ensure children play in a safe, secure environment and implements risk assessments for the premises and outings. These are reviewed on a regular basis and action is taken to address any further identified risks. Children are supervised at all times. All children's documentation is in place with appropriate consents from parents for children to be taken on outings, travel in the childminder's car and use play equipment in the garden and at local facilities. Documents are stored securely. All policies and procedures are in place, most are written and made available and shared with parents. The childminder does not have a written complaint procedure although she is able to demonstrate through discussion a good understanding of the procedure to follow. Parents have access to the details of the regulatory body, which are clearly displayed on the notice board. Consequently, there is no impact on children. However, this is a breach of the statutory requirements that applies to the compulsory and voluntary part of the Childcare Register.

The childminder seeks some further training from the local authority; for example, refresher safeguarding training. She has a clear understanding of the procedures to follow to support and help protect children in the event of any concerns about a child in her care. The childminder supervises and supports children in their play and is secure in her knowledge and understanding of their learning and development. Activities are age appropriate and support children's individual needs as she knows them well. Parents are kept well informed about their children's welfare and development through good communication, both verbal and written. There are good links with others involved in the children's care, for example, staff at local schools. Parents are happy with the childminder's care and report that children enjoy their time with her and the learning experiences they receive. The childminder reflects on activities to assess how successful they have been and occasionally makes requests of parents for suggestions and comments on her practice. However, she does not consistently think about the service she offers to make positive changes to drive forward improvements that would benefit the children's learning and development.

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 written record of procedures to be followed in relation to complaints (compulsory part of the Childcare Register).
- maintain a written record of procedures to be followed in relation to complaints (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	EY390129
Local authority	West Berkshire (Newbury)
Inspection number	927466
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	06/10/2009
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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