

Inspection date

Previous inspection date

25/11/2013

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 are extremely happy and very well behaved.
- The childminder demonstrates that she has a good understanding of children starting points, backgrounds and interests. She plans effectively to build on what children enjoy doing and she is confident to use her observations to plan for children's next steps.
- The childminder is very effective in leading communication and giving children clear instructions This supports their language development securely in relation to their starting points.
- The childminder's home offers a stimulating environment for children to develop in all seven areas of learning. Children access their toys and resources easily. They lead their play, which further develops their interests, self awareness and confidence.

It is not yet outstanding because

- The childminder is not yet confident to further extend her effective teaching skills to help less confident children in their active learning.

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 discussed with the childminder how she finds out about children's starting points and interests and how she support the next steps in their learning.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector engaged in conversation with the children and the childminder.
- The inspector spoke with the childminder about her planned improvements for the future.

Inspector

Aileen Finan

Full report

Information about the setting

The childminder registered in 2013 and lives with her son in Wokingham, Berkshire. The ground floor of the premises is used for minding. There is an enclosed garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register; and the compulsory and voluntary part of the Childcare Register. The childminder is able to take and collect children from local schools and pre-schools. The childminder holds a recognised childcare qualification at level 3. There are currently seven children under eight years of age on roll, of these six children are in the early years age range, although two of the children attend full-time education. The childminder also cares for children after school who are over eight years of age.

What the setting needs to do to improve further

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

- develop strategies further to promote how those children needing additional support enhance their confidence in active learning.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements for the Early Years Foundation Stage framework. Children enjoy a broad range of toys and resources, activities and outings that promote their learning and development very well in all seven areas of learning. The childminder is proficient at interacting with the children, encouraging their development of language and communication and in supporting their confidence and self-esteem. For example, she provides children with clear instructions and guidance as she explains what they are doing. She further promotes language by responding to and repeating what children say to reinforce their speech. Children use beads for a threading activity, with the childminder explaining the need to tie a knot in the end of the string so the beads do not fall off. Effective use of terminology offers children opportunities to understand context such as 'big one' and 'little one' and later opportunities to consider 'is this bigger' or to sort all of the 'green ones in to the box' for example.

The childminder uses well-planned opportunities through her home visits and settling in sessions to understand about children's achievements, routines and interests to date. She uses this knowledge of children's starting points to plan for them effectively. Her development records and secure knowledge of children's progress through her tracking means that the childminder understands children's next steps and emerging interests. She easily identifies that children are good problem solvers although their speech may be a

little delayed; or that another child is making good progress in concentration levels or in the way he holds a pencil. The childminder is proactive in working with parents in acting on recognised gaps of learning, or giving support when the need arises, due to children's additional needs. Although the childminder has a good understanding of these interventions, she is a little less confident to further extend her competent interactions and play activities so that children feel even more secure in their play. For example, by promoting activities that promote and develop an awareness of different sounds or in using story or song sacks to build on children's confidence and interests. Nevertheless, she is very proactive in working with parents to support these future interventions and in working in partnership with professional agencies. She demonstrates a positive approach to support how she will adapt her teaching skills further. Therefore, as a result, all children have the opportunities to meet their full potential in their learning. Children are making good progress in relation to their starting points. They are ready for the next stage in their learning.

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

Children have access to a broad range of stimulating toys and resources that the childminder provides for them in her welcoming home. She demonstrates a very warm nature and is happy to interact with the children as they play. They therefore feel secure and demonstrate that they feel safe, and content in her care. Children are eager to be independent but at the same time happy to ask the childminder for her support. For example, a child attempts to lay out a rug for an activity, and when asked if he needs help, says 'no thank you' but later 'help please'. The childminder happily obliges but gives him the confidence to try himself. The childminder promotes children's safety as they later jump over the rug in child led play. Their physical development is encouraged as children jump high, trying to leap over the length of the rug. She provides timely reminders encouraging them to jump 'one at a time', which supports children's safety.

Children benefit from regular opportunities to play and learn outdoors and away from the home through planned activities. These include walks and visits to the park, soft play centre or to the library. Children delight in seeing the diggers in the local community that are operating on a new-build site. They therefore receive plenty of fresh air and physical exercise and have opportunities to mix and socialise with other children. This also builds on their awareness of the wider world and supports their current interests.

Children behave very well and show respect for one another. They build relationships together, are cooperative and willing to take part in their activities. This includes board games where they show very good self-control and an awareness of turn taking. For example, they help the childminder to set up a game and listen to the instructions. The childminder is proactive in promoting learning for example in adapting the ways children are learning colours and praises the children as they identify them correctly. Children understand the terms 'my turn' and 'your turn'. They are willing to wait patiently for when it is time for them to roll the dice. Therefore, children are making secure progress in their personal, social and emotional development.

The childminder is helping children to develop their own awareness of hygiene and self-care routines. For example, children are successfully potty training through positive planning and are encouraged to blow noses with tissues, disposing of them after and then washing their hands. The childminder understands children's individual dietary needs through discussions with parents and provides snacks and drinks. Parents provide meals for their children, who are happy to share what they have that day, for example 'a chicken wrap'.

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

The childminder has a thorough knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She effectively demonstrates her responsibilities to safeguard children and understands the procedures to take should she have a concern about a child in her care. Although having completed safeguarding children training online recently, she plans, as part of her improvement plan, to extend this knowledge through further training. The childminder adheres to her clear policies and shares these with parents so they understand the procedures in place that support children's health, well-being and safety. She has completed, conducts and reviews a robust risk assessment of her home, and completes risk assessments for any outings. As a result, children can play safely in her care.

The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. She implements her previous experience of working in a pre-school and her understanding of children's development to support the needs of the children she cares for. The childminder plans effectively for children's learning and demonstrates a good knowledge of their interests, providing engaging activities that children enjoy. The childminder interacts with the children very well, and makes thorough observations of their play. Therefore, she has an effective awareness of children's progress and their identified next steps. She shares this progress with parents through her discussions and feedback. The partnerships with parents are positive and the childminder works closely in helping them to understand the early years areas of learning and how this supports children's development. She is proactive in finding out about children's starting points through home visits and in working with parents of those children who need additional intervention. Partnerships with others, such as schools and in supporting the curriculum for children in full-time education are establishing well.

The childminder has reflected on her provision of care. She is confident in highlighting the strengths of her provision, and what how she intends to improve in the future. This includes further training to enhance the outcomes for children and her personal development. Children are happy in her care and the home is welcoming and inclusive. This means that children have developed a warm bond with the childminder and are developing securely in her care in relation to their starting points. They demonstrate that they are learning the important skills to prepare them for the next stages in their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY458851
Local authority	Wokingham
Inspection number	916993
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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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