

### Inspection date

Previous inspection date

10/01/2014

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

- The childminder has a good knowledge of the children's needs and interests. She plans stimulating activities, which help children progress well in their learning.
- The childminder's home is safe, warm and welcoming and there is plenty of space for children to play and rest. This promotes their well-being effectively.
- The childminder has a very secure understanding of safeguarding procedures and this enables her to promote children's well-being and keep them safe from harm.
- The childminder has effective systems of self-reflection, which clearly identify the setting's strengths and areas for future development in order to improve outcomes for children.

#### It is not yet outstanding because

- The childminder does not fully maximise opportunities to involve parents in their children's learning and development by using experiences and interests from home.
- The childminder sometimes misses opportunities to encourage children to solve problems during activities, because she provides children with the answers rather than allowing them more time to think.

## 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 playing and looked at areas of the premises used for childminding purposes.
- The inspector looked at children's assessment folders, the childminder's planning and self-evaluation documentation, safeguarding policies and procedures and sampled a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection and spoke to the children present.
- The inspector took into account documents provided for parents and written and verbal feedback available from parents.

## Inspector

Melissa Cox

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her three school age children in Lower Earley, Berkshire. The childminder uses the whole of her home for childminding, which includes a playroom and toilet facilities downstairs. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, toddlers groups, libraries and parks. The childminder can take children to and collect them from local schools. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years range.

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

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

- strengthen the communication with parents to encourage them to share observations of children's learning at home and to plan the next steps in learning together
  
- extend the opportunities for children to problem solve and build on what they know during activities by allowing them further time to think and reflect.

## Inspection judgements

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

Children have many opportunities to participate in a wide range of activities and experiences that successfully promote their learning. The childminder demonstrates a very good understanding of the Statutory Framework for the Early Years Foundation Stage and knows the children in her care well. She bases her planning on children's interests and learning styles and allows for a very good mix of adult-led and child-initiated activities. She promotes these flexibly, allowing the children to make choices in what they would like to do with a particular resource and to fully express their own ideas. The childminder carries out regular observations on the children, assessing their progress in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which help to ensure they are meaningful to children and reflect their stage of development. However, the childminder misses opportunities to further enrich the way she plans play opportunities because she does not fully include the activities and experiences that children have at home. As a result, children have slightly fewer opportunities to make meaningful connections between experiences in their family life and those they take part in with the childminder.

Teaching is good and the childminder eagerly joins in with children's play, where she observes and supports the children effectively with her sensitive interactions. She places a strong emphasis on supporting young children's language development as well as their personal and social skills. She is particularly effective at meeting the needs of children under three years of age. Children are developing effective learning skills because the childminder encourages children to freely access the wide range of well-organised resources that follow their interests to support their learning. Children explore, problem solve and develop an understanding of shape and size in everyday play. For example, children choose to complete a jigsaw puzzle of trains. The childminder gently guides them to share the pieces, refer to the picture on the box and find the straight edges. Young children begin to use new vocabulary because the childminder talks with them about what they are doing and values their comments. As the picture emerges, the childminder builds on children's listening and speaking skills. For example, she asks the children to find and match elements such as the 'green engine' or the 'brown pieces' that make up the bridge. This also supports children's developing understanding of colour, quantity and recognition as she helps them count, sort or match them along the way. When supporting the children in their play, the childminder adapts her questioning to each child's own level of understanding. On most occasions this is effective in supporting children's problem solving but sometimes the childminder is too quick to provide the children with an answer. This means that they miss opportunities to make the links for themselves. Later on the childminder is able to consolidate and build on these new skills as children request the same puzzle again. This means that the children have the opportunity to apply the new skills that the childminder taught them earlier in the day. Their sense of achievement is evident as they confidently build the puzzle together with little help this time. The childminder rewards them for their efforts with meaningful praise. This means that children gain key skills and are well prepared for the next stage in their learning.

The childminder and parents exchange useful information on a daily basis, which helps keep the parents involved in children's learning. She spends time at the beginning and end of the day discussing their child's care needs and progression and discussing the progress they have made that day. Children also have daily diaries and learning records, which the childminder shares with parents through an electronic assessment system. This allows parents to have ready access to up-to-date information.

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

Key aspects of children's well-being are good. Their emotional development is well-promoted because they have strong relationships with the childminder. Children are happy, confident and show pleasure in their play because they are cared for in a warm and welcoming family home. The childminder is fully committed to her childminding service and takes effective steps to ensure she fully meets the children's welfare needs. The childminder provides children with an effective learning environment, indoors and outdoors. This is rich in written words and a wide range of resources, which she uses well to promote children's learning. Outdoors, children like digging in the mud patch or running around in the childminder's exciting garden. The childminder is proactive in supporting children's understanding of diversity and books and resources that support children's

understanding of differences and disabilities are freely available.

The childminder is a good role model and remains calm and focused at all times. She has realistic and consistent expectations in accordance with children's ages and stages of development and gives clear guidance as to what is acceptable behaviour. Therefore, children respond positively towards her and others, demonstrating very good behaviour for their age. The childminder prepares children for the transfer to other early years settings, by building their confidence through attendance at toddler and music sessions where they socialise with other children in a group.

The childminder places a strong emphasis on teaching children to be safe. She keeps her home safe and secure by completing daily checks and ensures that safety measures are in place for all children. She carries out regular fire drills and talks to the children about how to handle emergency situations. Children take part in topic work that promotes safety. For example, they learn about crossing the road safely as they take part in road safety week, and discuss how to ride safely on their scooters and bikes, wearing helmets and watching out for cars. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, young children are encouraged to tidy away the puzzles before getting out further toys, which they readily do. This helps them understand the importance of caring for resources and equipment. The childminder supports children's independence skills, such as, dressing and using the bathroom. This builds children's resilience and prepares them for their move to school.

Children benefit from regular fresh air and exercise because they have the opportunity to play in a very well-resourced outdoor environment at the childminder's home. The childminder supports this further as she promotes a forest school type ethos in her setting. This means that children benefit from ample opportunities to take risks as they climb trees or explore the forest habitats to learn about the natural world. The childminder effectively raises children's awareness of the importance of good health. She is a positive role model, and consequently, encourages a good understanding of how to achieve a healthy lifestyle. Nutritious home-cooked meals and snacks are served daily along with fresh fruit options and water to drink. The childminder follows good hygiene practices which meet the children's physical and health needs.

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

The childminder meets her responsibilities under the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She fully understands her responsibility to safeguard children in her care and she has attended training to ensure she is informed with safeguarding issues. She has clear procedures to follow should she have any concerns. Written policies and procedures relating to safeguarding with the required contact numbers are readily available and she ensures she makes parents aware of these at the onset of a placement. A range of relevant policies and procedures underpin the welfare and safety of the children attending. Written risk assessments are completed and she uses these to minimise the risks to children.

The childminder has a very good understanding of the learning and development requirements. She is knowledgeable, caring, kind and attentive to the children's needs. She plans play and activities around the children's individual interests, which are purposeful and challenging. She understands the importance of monitoring the success of the activities she provides and proactively identifies and promptly addresses any differences in learning between groups of children. This means that all children have equal access to a tailored learning experience that meets their specific needs and provides a firm foundation for the future. As a result, children make very good progress in their learning.

Self-evaluation is focussed on improvement and the childminder has reflected critically on her practice and identified areas for development. She has clear aims and intentions and offers children very good quality care and education while they are in her care. The childminder evaluates her provision well by asking children for ideas on what they would like to play with and allowing them the freedom to learn. She has plans to gain further childcare qualifications in order to benefit her practice. This demonstrates a drive to improve her skills and the quality of care she offers to children. This shows effective systems are in place for performance management, which have a positive impact on children's learning and development.

Relationships with parents are good. Parents are pleased with the quality of the provision and say how much their children enjoy attending because of the interesting and exciting range of activities provided for them. The childminder understands the importance of working in partnerships with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards continuous improvement and working in partnership. Overall, she maintains a good overview of the curriculum to ensure children progress to the early learning goals in readiness for school.

### **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

<b>Unique reference number</b>	EY461376
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	923483
<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>	3
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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