

### Inspection date

22/01/2014

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 form positive relationships with the childminder and her family, which enables them to feel relaxed and at ease in her care and home.
- Children enjoy a broad range of activities, play experiences and outings.
- The childminder forms good partnerships with parents. She provides them with effective information about her service and their children's time with her.
- Children have equal access to a good range of resources, which are well organised to enable children to make independent choices.

#### It is not yet outstanding because

- The childminder does not consistently promote children's awareness of letter sounds.
- Partnerships with other settings children attend currently, do not fully promote a shared approach to supporting their individual learning and progress.

## 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 viewed the areas of the home used for childminding.
- The inspector observed children's play and activities indoors and outside.
- The inspector spoke with the childminder and interacted with the children at appropriate times during the inspection.
- The inspector viewed a sample of the childminder's paperwork including children's records and written policies.
- The inspector took account of parents' views through written feedback they had provided for the inspection.

## Inspector

Sheena Bankier

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her partner and two children, one of which attends full-time school. The family live in Thatcham, Berkshire. The whole house is available for childminding. There is an enclosed garden for outdoor play.

Local facilities are within walking distance, such as, parks, schools and shops. The childminder is able to take children to and collect them from local schools and pre-schools. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group, who attend on a part-time basis. In addition to the minded children, the childminder cares for a relative's child on a regular basis.

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

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

- model the use of letter sounds to children so that they begin to understand how words are formed
  
- strengthen links with other early years settings children attend to promote a shared approach to supporting their learning needs.

### Inspection judgements

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

Children enjoy and benefit from a broad range of activities, play experiences and outings, which promotes their good progress. The childminder plans with a flexible approach for children's learning and development, taking into account seasonal times of year and children's individual interests and ideas. She gains good information about children's starting points through talking to parents and asking them to complete records of children's individual needs, such as favourite activities and toys. This provides a secure basis on which to start planning for children's progress from the start. The childminder works closely with parents to identify children's next steps in learning together. This promotes a consistent approach to supporting children both at home and in the childminding setting. She undertakes ongoing observations, which she makes clear links to the areas of learning and uses these to identify targets for children to work towards. As a result, children make good progress in their learning and development.

The childminder provides good interaction with children and becomes involved in their play and activities. This supports children in developing their knowledge and

understanding, and encourages them to develop their skills. For example, the childminder sits with the children while they use scissors, giving positive encouragement and suggestions to enable them to practise and develop their skills further. As a result, children develop their small physical skills effectively, which enables them to begin to gain good control when using small tools. The childminder provides ample time for children to finish their own work, such as artwork. Children freely create using a range of resources and the childminder extends children's vocabulary with new words when describing the art and craft materials. She encourages children to use their understanding of mathematical concepts, such as numbers, counting and recognising shapes during play based activities. The good quality of teaching and play based activities supports children securely to develop the skills they need for their future learning.

Writing and numbers are on display indoors and outside to support children's awareness that print carries meaning. For instance, the childminder has created a Chinese restaurant with an 'open' sign and menu's on display using English words and Chinese script. In addition, there are effective play kitchen resources, such as chopsticks, bowls and paper fortune cookies to promote children's creative play. This enables children to reflect on their own experiences and develops their good understanding of other cultures and celebrations, such as Chinese New Year. During role play, the childminder encourages children to use their early writing skills to write down numbers and letters. This provides good opportunities for children to write for a purpose. However, the childminder mainly uses letter names rather than sounds when talking to the children. This does not fully raise children's awareness of how the sounds blend together to make words in order to promote their early reading and writing skills further.

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

The good information the childminder gains from parents enables her to support and meet children's individual needs effectively. Children settle well in the childminder's care and home. The childminder provides an inviting and welcoming environment to children. She provides a good range of age and stage appropriate toys and resources, which children have equal access to regardless of gender. Children form positive relationships with the childminder and enjoy her company. Children form good friendships with other children, including the childminder's own children, and have fun playing games together. They confidently make independent choices from the toys and resources, and move freely around the childminder's home. For example, a child selects a toy truck and then pushes it from the playroom and into the living room during their child-initiated play. Children become emotionally ready to start school in the future as they develop good social skills and confidence.

The childminder promotes children's good behaviour through giving positive praise and encouragement. She promotes good manners and respectful behaviour, such as asking nicely to have a turn with the ride-in car outside. Children develop effective independent self-care skills as they visit the toilet and put on their coats to go outdoors by themselves. The childminder supports children's secure understanding of caring for their bodies, such as chatting about what clothes to wear in different weathers and the importance of good

personal hygiene. Parents' mainly provide children's meals and the childminder provides healthy snacks of fruit and vegetables to promote children's consistent understanding of healthy eating. Children learn to manage possible risks and develop their understanding of safety. For example, the childminder reminds them about using scissors safely and children wear hi-visibility jackets on outings, which mean they can easily be seen when walking by the road.

Children enjoy plenty of outdoor play and activities in the garden and visit the parks. They use a variety of equipment and resources that help challenge their large physical skills and develop their confidence in their abilities. For example, children balance along planks in the garden and develop confidence in pedalling a bike with stabilisers, learning to pedal and manoeuvre the bike successfully. As a result, this supports children's good health effectively as they strengthen their muscles through varied physical activities and benefit from fresh air.

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

The childminder has a secure understanding of her responsibilities for meeting the Early Years Foundation Stage requirements. She maintains her home effectively to minimise potential risks and hazards to children, such as using appropriate safety equipment. The childminder is vigilant in supervising children to promote their safety. She and the children practise the evacuation drill, which promotes children's good understanding of safety procedures. The childminder has a secure understanding of her safeguarding responsibilities, and what steps to take in the event of concerns about children's welfare arising.

Some links are established with other early years settings that children attend. For instance, the childminder uses newsletters to understand the focus of the current topics at children's main settings. This enables her to provide some suitable support to continue children's learning in her care, such as starting to write their name. However, there is little direct communication to promote a fully consistent shared approach to supporting children's individual learning needs. The childminder demonstrates a good awareness of the learning and development requirements, such as implementing progress checks for children at age two. She evaluates her planned activities and children's progress, which enables her to reflect on the effectiveness of children's learning and development experiences. As a result, the childminder monitors the educational programmes securely.

The childminder forms good partnerships with parents, which promotes a consistent approach to supporting children's care and learning needs. She provides effective information to parents, such as written policies, children's progress records and daily feedback about their children's time with her. She welcomes parents' views and ideas about her service to support her self-evaluation effectively. Children are asked for their ideas and the childminder takes into account their interests and wishes, for example, to make cakes for a grandparent. The childminder has started to complete a written self-evaluation to aid her in identifying the strengths and areas of development further. The

childminder demonstrates a strong commitment to developing her practice and service, and shows a good capacity to maintain ongoing continuous improvements to benefit children in her care.

### **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>	EY460861
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	927197
<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>	4
<b>Number of children on roll</b>	2
<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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