

Inspection date	25/02/2014
Previous inspection date	29/01/2010

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 uses her observations and assessments well to identify children's next steps in learning securely.
- Children benefit from a broad range of activities, outings and learning experiences that support their progress effectively.
- The childminder and her assistants support children's behaviour consistently. As a result, children demonstrate a good understanding of the behaviour expectations.
- Good partnerships with parents and other early years settings promotes a consistent approach to supporting children's care and learning needs.

It is not yet outstanding because

- Group times are not always well organised to ensure all children's needs are fully met.
- Adults at times do not consistently encourage children to develop their self-care skills, such as learning to dress themselves.

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's play and activities, and their interaction with the adults at the childminding setting.
- The inspector viewed a selection of childminder's documentation, including a sample of policies and procedures and children's development records.
- The inspector spoke to the childminder and asked her questions about her work.
- The inspector viewed all areas of the home used for childminding.
- The inspector spoke with a parent to gain a sample of parental views about the childminding setting.

Inspector

Sheena Bankier

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and four children, who are aged from primary school to adults in age. The family live in Newbury, Berkshire. The whole house is available for childminding purposes. There is an enclosed garden for outdoor play. The family has a pet cat and guinea pigs. The childminder works with two assistants, one of whom is her husband. The assistants have sole care of the children at times for short periods. They both hold current first aid certificates.

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 10 children on roll in the early years age group.

What the setting needs to do to improve further

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

- enhance group times for children by considering their ages and current needs so that children benefit fully from this time
- enhance children's self-care skills by consistently encouraging them to manage their own clothing.

Inspection judgements

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

The childminder observes children when they first start and encourages parents to tell her about their children's learning needs. This helps her to identify their starting points accurately on entry to her setting. The childminder undertakes regular observations and assessments of children's progress and effectively identifies their needs for further challenge or support. As a result, the childminder closes any gaps in children's achievements and all children make good progress in relation to their starting points. She encourages parents to share information about their children's individual learning and development needs. This promotes a shared approach to supporting children's progress. In addition, the childminder supports parents and raises their awareness of steps they need to take to continue their children's learning including applying for a school place. The childminder successfully identifies children's next steps in learning through her observations, such as developing skills in holding pens and pencils. As a result, children securely develop the skills they need ready for starting school.

Children are active and curious learners. They show enthusiasm for taking part in the activities. For example, they talk about what they will make with the play dough and are keen for a turn using an educational games programme on a tablet computer. All adults promote children's learning well and the quality of teaching is good. Children benefit from individual time and attention from the adults as well as participating in group activities. The childminder asks effective questions and encourages discussions with children as they play and take part in activities. For example, children talk about their families, pets, weather and seasons. This encourages children to speak as part of a group and to share their ideas, promoting their communication and language skills well. Occasionally some group activities are not always fully successful. For instance, all children sit down for a story and some of the younger ones in particular find it difficult to maintain their concentration. They then become restless and start to lose interest, becoming a distraction to other children.

Children enjoy a broad range of activities that supports them to explore and investigate. This helps them gain confidence in handling different materials. For example, children use dinosaurs in sensory materials and mould it to form shapes. This promotes their small physical skills and imaginations as they create their ideas. While using the sensory foam, adults working with the children encourage children's mathematical understanding as they talk about size and shape with them. The childminder promotes children's effective awareness of phonic sounds and letter names during discussions and routines. As a result, some of the older and more able children confidently link letter sounds and names to words. Children benefit from interesting local outings, such as to the ruins of a castle and to natural open spaces. This promotes children's large physical development as they have opportunities to climb and run. In addition, they learn about the world in which they live.

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

Children settle well in the childminder's care and home. They confidently move around and select toys and resources independently. The childminder offers good settling-in procedures with pre-visits prior to children starting. She gains effective information about children's individual needs from parents to enable her and the assistants to meet these needs well. Children form positive relationships with adults working with them and enjoy their company. For example, they ask adults to join them in their play or enjoy a cuddle on their lap. The childminder promotes good relationships between the children to enable them to build relationships with each other. In addition, the childminder takes children to toddler groups where they can develop their social skills with a larger group of adults and children. Children develop a positive sense of belonging as the childminder displays their artwork and provides them with individually named drinking bottles.

The childminder promotes children's good understanding of the expectations of behaviour. All adults provide consistent boundaries to the children and the childminder positively reinforces rules, such as reminding children to use their 'walking feet indoors'. Children demonstrate a good understanding of the routines including sitting down to have their snack. Children benefit from plenty of warm praise and encouragement which builds their

self-esteem and confidence effectively. They demonstrate a good understanding of safety measures, for example, children remind each other to shut the safety gate to the hall. Children develop independent skills as they confidently ask to leave the room to visit the toilet and then wash their hands. They put on and take off their own coats and boots. However, adults do not always consistently promote children's self-care skills at other times, such as taking other items of clothing off or putting them back on.

Children benefit from a welcoming and inviting environment where the good quality toys and resources are easily accessible. This enables children to make their own play choices. Children sleep upstairs in accordance to their individual needs, and the childminder provides clean bedding for beds and travel cots. Regular checks monitor children while they sleep, which promotes their safety securely. Children benefit from healthy and nutritious drinks, meals and snacks. For example, the childminder offers children water to drink, fruit snacks and home cooked meals. Children spend time outside in the fresh air daily. They use different types of equipment in the garden, go out for walks and visit soft play facilities. As a result, children develop their muscles and physical skills effectively.

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

The childminder has a secure understanding of her responsibilities to meet the Statutory Framework for the Early Years Foundation Stage. For example, she demonstrates a good understanding of ensuring household members over the age of 16 undertake the required suitability checks. In addition, she has a strong understanding of her responsibilities to inform Ofsted of any significant events or changes that could affect her suitability. This promotes the safeguarding of children well. The childminder demonstrates a good understanding of child protection issues and the steps to take to address any concerns arising about children's welfare. She shares all of her policies with her assistants and parents including those that promote the safeguarding of children. For example, these include policies regarding the use of mobile phones and cameras. This promotes a clear understanding between all parties. Adults closely supervise children in the childminding home which promotes their safety securely. Appropriate safety equipment minimises potential hazards to children. They practise safety procedures such as the evacuation drill. As a result, children and adults are prepared well in the event of an emergency situation.

The childminder undertakes further training to support her practice. She encourages her assistants to undertake relevant training to support their professional development, for example, safeguarding and first aid. The childminder's good self-evaluation identifies the strengths and areas to develop and improve further. She seeks the views of parents and children to support her self-evaluation, such as sending out questionnaires. As a result, she identifies resources, equipment and training that will benefit children's learning and development experiences in the future. For example, stepping stones for the garden to promote children's coordination and balancing skills. The childminder's activities, outings and play experiences consistently cover all the areas of learning. She plans effectively for children's progress using themes and topics to support children's individual next steps in learning. The childminder competently carries out required checks, for example, progress

checks for two-year-old children, which she shares with parents.

Partnerships with parents and other early years settings are effective. The childminder promotes good open communication with them. As a result, there is a consistent approach to supporting children's learning and care needs. The childminder provides a good range of information to parents about her service and their children's time in her care. For example, she displays training certificates and other useful information. The childminder uses a secure online system to provide a daily diary and information about children's progress including observations, assessments and photographs. In addition, she provides verbal feedback and uses texts and emails to provide a broad range of information to parents. As a result, parents are well informed.

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	EY391733
Local authority	West Berkshire (Newbury)
Inspection number	951836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	29/01/2010
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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