

Inspection date	25/06/2014
Previous inspection date	09/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 settled and comfortable in the childminder's company because she provides a friendly and caring approach towards children in her care.
- The childminder extends opportunities for learning which allows children to explore through play and develop their self-confidence.
- The childminder has a secure understanding of her responsibility to protect children in her care. She implements clear policies to promote children's safety and well-being.
- The childminder shares regular information with parents and carers regarding their child's progress. As a result, she has good partnerships with parents.

It is not yet outstanding because

- Although the partnership with parents is strong, they are not always encouraged to contribute regularly to their child's development records.

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 talked to the childminder and the assistant at appropriate times during the inspection.
- The inspector observed activities and the quality of the childminder's interactions with children indoors and outdoors.
- The inspector sampled a range of policies and required documentation.
- The inspector reviewed children's records.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder has been registered since 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband, who works as an assistant and they have two grown up children. The family live in Thatcham, West Berkshire. The ground floor is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is a fully enclosed garden for outside play. The childminder is registered to care for six children under eight years of age at any one time. Of these, no more than three children may be in the early years age group. When working with an assistant she is registered to care for a maximum of eight children at any one time. Of these, no more than six children may be in the early years age group and of these, no more than two may be under one year. She is currently minding five children in the early years age group. Children attend on a part time basis. The childminder and her assistant, walk to local schools to take and collect children.

What the setting needs to do to improve further

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

- enhance partnership with parents by providing extra opportunities for them to be involved in their children's learning by regularly contributing to their child's development records.

Inspection judgements

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

The childminder and her assistant have a good understanding of how to meet the needs of children who attend. They are aware of the learning and developing requirements and aware of their responsibilities. The childminder gathers information from parents about children before they start about their routines, interests and any dietary or medical requirements. The childminder has good knowledge of all children and knows what she needs to plan for the next steps of their development. She completes observations and assessments to identify children's stages of learning and development. The childminder then plans activities based on children's interests. However, parents are not routinely encouraged to share information on children's progress at home and contribute regularly to their development records.

The childminder provides good opportunities for children to develop their small and large muscle control through balancing, climbing and playing outdoors. Children enjoy jumping and bouncing on the trampoline, this is supported well with by the childminder and her assistant as they encourage children to count as they jump. The childminder includes younger children by providing smaller trampolines to help practise their jumping skills and

develop their confidence. Children engage in conversation with the childminder. The childminder repeats words back to the children saying the words correctly to develop their language skills. The children sing their favourite songs and the childminder provides a microphone and keyboard for children to sing and move to rhythm and music. Children sit with the assistant to read their favourite stories to promote their early reading skills and interest in books. As a result, children make good progress in their communication and language.

Children play in the sand tray and learn to fill and transport objects, including buckets of different sizes. The childminder teaches children the differences in size and shape using language such as 'big', 'small' and 'circles'. The childminder encourages children to measure different objects using tape measures and comparing sizes. She teaches older children how to measure using centimeters to promote their early mathematical development. The children learn new words related to sea animals such as 'turtle' and 'seahorse'. The childminder adds water to the sand and talks about the differences in texture and form, to promote their understanding of the world.

The childminder supports children learning English as an additional language well. For example, she uses key words in the child's home language and repeats the words back in English. As a result, children's home language is valued and supported and they make good progress in their acquisition of English. Through careful support the children are acquiring skills to help prepare them for their next stages in learning.

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

Children are happy and relaxed in the friendly home environment. They feel safe and confident to explore and learn using the wide range of age-appropriate resources. The childminder adapts settling-in techniques to suit parents' and children's needs. She encourages 'stay and play' settling-in sessions, built over three or four sessions depending on the child's needs. This allows children to gradually build a good bond and relationship with the childminder in the reassuring presence of their parents. The childminder has regular verbal communication with parents to discuss children's learning and well-being. This helps support consistency of care and sharing information to promote children's outcomes. Parents make positive comments regarding the care and well-being provided and express their happiness as their children are developing social skills and confidence.

Children receive lots of praise and encouragement, for example a 'potty song' helps children positively develop their toilet training. This increases children's self-esteem and sense of achievement. Children show they are comfortable with the childminder and will approach her for cuddles and reassurance. The childminder has a good understanding of the role of the key person. The childminder and the assistant are vigilant in their supervision of children and provide a good balance of child-led and adult-directed activities. Consequently, the children have strong attachments and feel safe while they learn. The childminder and her assistant play with children at their level. This helps children engage with the childminder and her assistant readily involving them in their play. This promotes children personal, social and emotional development well. The childminder

is a good role model, she gently reminds the children at snack time to say 'thank you' and 'please'. Children are encouraged to share and play well together. This promotes good manners and, as a result, children are well behaved.

The childminder promotes children's health and well-being and they benefit from fresh fruit or rice cakes for snack. Drinking water is available throughout the day. Parents are encouraged to pack healthy lunches for children. There are daily opportunities to play outside in the garden or visit the local park. As a result, children develop their physical skills through play and exercise. Children have time to relax, engage in restful activities or have a sleep, as required. The childminder personalises care for each individual child by working closely with parents. For example, she discusses when children may be ready to toilet train and then using consistent strategies to encourage children. This helps to develop children's independence and next stages for development.

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

The childminder has a secure understanding of safeguarding and both the childminder and her assistant have completed safeguarding training. The childminder has a good awareness regarding the procedures to follow if she had any concerns regarding a child's welfare. She implements and regularly reviews risk assessments for the home, garden and for outings. Play equipment is checked to ensure it is safe for children to use. The childminder completes daily visual checks to maintain the safety and suitability of the premises. There are effective policies and procedures to record and monitor accidents, illness and the administration of medication. The childminder holds a first aid certificate which enables her to provide suitable care to children in the event of an accident or illness.

The childminder implements a range of policies, which she shares with parents before a child starts, to enable them to have a good understanding of the childminder's practice. This ensures transparency and highlights the childminder's strong emphasis on children's safety and well-being. The childminder identifies areas of strength and improvements she wants to make. The childminder evaluates her practice through verbal feedback from children. She accurately identifies aspects of her practice that require improvement, such as continuing to develop recording observations and next steps for children. She intends to continue to develop professional skills for herself and her assistant through ongoing training. The childminder shows a commitment to developing her practice and continue providing good quality childcare.

The childminder establishes effective relationships with parents through daily communication about children's learning and well-being. The children's development records are always available for parents to view and read, although they are not encouraged to contribute to these regularly. Comments from parents show they are pleased with the progress their children have made, particularly developing confidence and social skills.

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	110548
Local authority	West Berkshire (Newbury)
Inspection number	816985
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	8
Number of children on roll	9
Name of provider	
Date of previous inspection	09/06/2011
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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