

<b>Inspection date</b>	30/06/2014
Previous inspection date	03/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 secure emotional bonds with the childminder because she is caring and responsive, and provides them with reassurance.
- The childminder has a good knowledge of the learning and development requirements. She uses this knowledge, alongside a challenging range of activities, to teach children the skills they need to make good progress in their learning.
- Children benefit from the good relationships the childminder has established with parents. She shares information about children's daily activities to keep parents fully informed.
- The thoughtfully planned garden creates an enabling environment for children where they can develop independence and engage in purposeful play. Children benefit from a wide range of play equipment and materials to support their learning.

#### **It is not yet outstanding because**

- The childminder does not consistently encourage younger children to independently follow hygiene routines. This slightly reduces opportunities for children to develop independence in attending to their own personal care needs.

## 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 activities and interaction between the childminder and children during play, in the main room and in the garden.
- The inspector sampled children's learning profiles, planning documentation, and a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents through looking at recent written references.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her partner and two young children in Reading, Berkshire. The property is close to local schools, shops and amenities with a park nearby. The whole of the property is used for childminding with toilet facilities available on the first floor. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. She has four children currently on roll in the early years age range, attending part time. The childminder provides care from Monday to Friday throughout the year. The childminder takes children to, and collects them from, local pre-schools and schools, and attends several toddler groups regularly.

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

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

- strengthen opportunities for the younger children to manage their self-care needs through involving them more in daily hygiene routines.

### Inspection judgements

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

Children join in with a broad range of activities which the childminder plans effectively around the seven areas of learning. She is led by children's interests and ensures that the activities appeal to them. The childminder observes children as they play and makes sure they are making progress across all areas of learning by tracking their development in line with developmental milestones. This helps to ensure that she promptly addresses any areas of concern with parents, so that every child can achieve to their full potential. This focused approach enables the childminder to be clear about children's attainment and the next steps they need to take through appropriately challenging experiences. As a result, children make good progress towards the early learning goals and enjoy their time with the childminder.

The childminder provides children with a learning environment that is rich in opportunities for conversation and discussion. Consequently, children develop good communication and language skills. The childminder talks to the children all the time, asking them appropriate questions, and repeats simple words and phrases. She extends children's understanding and vocabulary, and listens carefully to them. The childminder provides a safe environment for young children to explore, as she enthusiastically shows interest in their play by responding to their actions and choices. Children show great enjoyment in a pasta play activity. Children clearly enjoy this experience as they frequently return to it throughout the morning. This activity extends their physical

development and listening skills as they listen attentively to the childminder's questions. For example, she helps them to count, scoop, pour and use large tweezers to pick up the different pasta shapes. Through their play, children learn to respect different cultures and how people celebrate individual traditions all over the world. Young children develop skills for the future through literacy and numeracy play experiences. For example, they have good opportunities to develop an awareness of number, and learn to solve problems through songs, puzzles and counting as they play. The childminder provides children with opportunities to use electronic and interactive toys, which introduces them to simple modern technology. Children particularly show delight in using the toy telephones as they pretend to call their parents at work. Good opportunities exist for children to draw, build, paint and explore various natural resources, such as mud and sand. These opportunities help them to develop their creative and early writing skills. Children's understanding of the world is increasing and supported through regular visits to various toddler groups. The childminder uses these outings to encourage children to mix with others, learn to respect others and develop friendships. Consequently, the childminder effectively promotes children's development of future skills and prepares them for the next stage in their learning.

The childminder involves parents from the start, gathering useful information about their child's levels of development and their overall needs. She updates parents about their children through regular texts, the use of diaries and an internet programme specifically designed for childminders to share observations. The childminder is aware of the requirements for the progress check for two-year-old children and has systems in place to complete this appropriately.

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

The childminder promotes children's personal social and emotional development effectively. She helps children to develop a good sense of well-being and has warm relationships with them, which means that they feel safe and secure. As a result, they are happy and enjoy their time at the setting. The childminder provides a calm environment and displays genuine concern for the children. Good, warm and caring relationships exist between the childminder and children. Children are valued, and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. The childminder ensures that children understand the need to share and teaches them how being kind to each other prevents children from being hurt or upset. For example, she provides extra containers for children so that they can all play with the pasta. This helps to ensure that every child is included and build their self-esteem.

The childminder provides a range of good quality, age-appropriate toys and resources, and effectively organises her home to enable children to make independent choices about their play. The welcoming, well-resourced, dedicated learning environment provides a good range of easily accessible toys and play equipment. Resources in the main playroom are stored appropriately and the childminder ensures that she presents many of these at

the children's height. The childminder promotes inclusion through supporting the children's choices of activities and play. She also provides children with many resources that reflect positive images of diversity. Therefore, she helps to develop children's awareness of the similarities and differences between people in society. The childminder offers children a challenging variety of outdoor activities. She uses different types of equipment to effectively promote children's physical skills and their overall development. For example, the range she provides includes balls, hoops, a mud kitchen, trampolines and wheeled toys, and a planting area. Therefore, children eagerly explore the natural environment, using binoculars and magnifying glasses, and develop a good understanding of the world around them.

The childminder discusses children's individual dietary needs and preferences with parents during settling-in time, and ensures she meets these effectively. She teaches children about healthy lifestyles, and they benefit from healthy snacks and lunch choices provided by their parents. Children enjoy a choice of fruit, sandwiches or rice options for lunch and are encouraged to feed themselves at mealtimes. Generally, children are learning skills to help them gain independence. Older children engage in effective hand-washing routines and are learning about good hygiene practices overall. However, the childminder is less consistent in encouraging the younger children's independence with these skills because she uses hand wipes to clean their hands instead. This slightly reduces opportunities for these children to develop self-care skills in this respect.

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

The childminder has a good commitment to improving her service through focused plans that include accessing training, improving her resources and making any necessary changes from parental feedback. Parents contribute their thoughts and opinions to her self-evaluation process through verbal communication and completing questionnaires. These methods enable the childminder to quickly address any issues that may arise. She is aware of the strengths of her practice, has appropriate systems to monitor and evaluate the quality of her provision, and has met the action and recommendations set at the last inspection. The childminder demonstrates an in-depth knowledge and understanding of the safeguarding and welfare requirements, and the learning and development requirements. She effectively safeguards children because she supervises them well, and she is fully aware of her role and responsibility to protect children. The childminder has a clear safeguarding policy which she shares with parents. She understands the required ratios that she must maintain and knows that she must report any significant events to Ofsted. She has a good awareness of how to promote children's safety, and carries out both visual and written risk assessments. This practice helps to ensure that children can play and explore confidently, in a safe and suitable environment.

The childminder monitors the educational programmes well to ensure all areas of learning are covered. She also reflects on the day and how well the children have enjoyed the activities. There are comprehensive systems to observe, assess and monitor each child's progress, and the childminder effectively plans to meet children's next steps in learning.

Children's progress is tracked and clearly evidenced in their learning records which contain a range of quality observations, photographs and children's art work. The childminder regularly shares these records with parents to keep them informed of their children's ongoing learning and development.

The childminder keeps parents regularly informed of their child's progress and how well they have settled with her. Strong, trusting relationships are formed between the childminder and parents. Feedback from parents shows that they are extremely happy with the service the childminder provides. For example, they make comments, such as 'we have every confidence that our son is safe, happy and progressing in his development with the childminder' and 'I would not hesitate to recommend the childminder to anyone who needs a childminder'. Parents also value the activities that the childminder provides and her good communication. The childminder has a clear understanding of her responsibility to work in partnership with other childcare providers and professionals to access appropriate support for children when necessary. She has good links with the local nursery and schools, and the children attend various activity sessions in the community, giving them a sense of belonging.

### **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>	EY398994
<b>Local authority</b>	Reading
<b>Inspection number</b>	816124
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	03/03/2010
<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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