

Inspection date	21/07/2014
Previous inspection date	01/12/2008

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 with the childminder. She builds positive relationships with children and their families through a friendly and caring approach.
- The childminder has a positive attitude to improving the service she provides and to her professional development. She drives continuous improvement through good use of self-evaluation.
- The childminder plans a range of stimulating learning experiences to motivate children in their play and to extend their learning and development.
- The childminder fully promotes children's well-being as she has a good understanding of the safeguarding requirements and implements them successfully.

It is not yet outstanding because

- The childminder does not make full use of her garden to provide opportunities for children to further explore natural materials and living things.

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 the quality of the childminder's interaction indoors.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2006. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children in Reading, Berkshire. There are shops, toddler groups and parks within walking distance. The whole of the ground floor is used for childminding, with sleep facilities available on the first floor. There is a fully enclosed garden for outside play. The childminder is currently looking after three children in the early years age range, on a part-time basis.

What the setting needs to do to improve further

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

- enhance children's experiences of exploring living things and natural materials by, for example, making more natural resources available in the garden.

Inspection judgements

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

The childminder provides good quality care and promotes children's learning successfully by offering a good range of stimulating activities. She completes routine and accurate observations and assessments of each child. She plans activities based on children's interests and sensitively ensures that young children are able to lead their own play. As a result, children are motivated to learn and explore through play. The childminder uses information from her observations to identify children's next steps for learning and plans a variety of appropriate activities that build on what children already know and can do. There is effective ongoing communication with parents. This ensures that the childminder has a good understanding of each child's care and learning needs. Parents receive verbal and electronic information about their child's daily activities and achievements, which further enables parents to support their child's learning at home.

Overall, the organisation of the environment is good and children have access to a varied range of resources which interest and engage them. This encourages their involvement in activities and sustained interest in learning. For example children show interest in farmyard animals. This is supported through visits to the local farm and small world play with farm toys and models. The childminder provides children with descriptive comments about what they are doing. This effectively supports young children's developing communication and language skills. For example, they demonstrate their understanding of mathematical concepts, such as more, 'big' and 'small'. Together they compare the different sizes of sheep and by asking children to count out a number of animals. The childminder engages children well, pointing to familiar objects and extending children's

vocabulary. She uses pictures to compare children's experiences, such as asking questions about the different sounds the animals make. The childminder actively listens to children's responses and gives them time to answer, repeating the question when needed. The childminder is patient and allows children time to take in each activity at their own pace. Children like to bring their favourite books to the setting and a variety of books are available to children in the home. There is a good range of programmable resources which introduce technology to children, including musical keyboards. This encourages children to learn how to operate mechanical toys.

The childminder challenges children in their play. For example, young children concentrate to fit pieces of toys together. The childminder skilfully allows the children to work out which items fit together. She watches as children learn to understand the different shapes that fit and the ones that are too big, through trial and error. As a result, children learn to solve problems on their own. Children are provided with opportunities to be active and demonstrate good physical development as they move independently around the home environment. At snack time children feed themselves which develops their self-care skills. They are encouraged to explore the textures of different food such as fruit and mashed potato.

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

The childminder is a positive role model and encourages positive behaviour well. She promotes basic rules for positive behaviour, such as sharing toys and being kind to each other. She leads by example and encourages good manners using 'please' and 'thank you'. The childminder provides a welcoming environment that helps children to settle and develop secure attachments with her. The childminder adapts her care to meet the needs of children and families. She works closely with parents when children first start to find out important information about the children's needs, achievements, abilities and preferences. She uses this information to support children as they settle into her home. The childminder keeps to a daily routine so that children can eat, drink and sleep at appropriate times. This prevents them from becoming over tired during the day. The childminder helps children feel comfortable in her home and displays pictures of children's families on the wall. Children enjoy talking about their families and sharing news from home. Children receive plenty of praise and encouragement. This boosts their self-esteem and supports their emotional well-being.

The childminder's home is well organised and space is used effectively to meet children's individual needs. The resources are of good quality and age appropriate. A wide range of toys and resources are accessible at children's level, so that they can make independent choices about their play. Children confidently decide what they wish to play with. The childminder follows the children's interests and considers their next steps in learning to plan purposeful activities. Although, the childminder does not always maximise opportunities for all children to freely access living things, including natural materials and resources in the outdoor area.

Children learn about healthy lifestyles. For example, children wash their hands before they

eat meals and the childminder discusses the importance of fruit and vegetables to help them grow strong. The childminder works well in partnership with parents to improve eating habits and introduces new tastes and textures. She sits with the children at meal times and together they enjoy the sociable occasions. The childminder helps children to develop their self-care skills by encouraging them to feed themselves. This promotes children's independence skills and prepares them for their next stages in learning.

The childminder provides a good range of both indoor and outdoor physical activities, which contribute to a healthy lifestyle. Children play at their local park and regularly go for walks in the local area. All through the day, the childminder provides good indoor opportunities for children to enhance their skills of coordination, control and movement. Younger children develop their smaller physical skills as they use a variety of tools. For example winding up toys and filling and emptying toy boxes. The childminder takes the children to visit places of interest, such as the local woodland areas, as well as the outdoor garden. As a result this enables them to develop their physical skills through interesting experiences as well as practising their balance, and moving around on wheeled toys, such as cars.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She demonstrates a proficient knowledge of safeguarding issues and has completed safeguarding training. As a result, she has a good awareness about the procedures to follow should she have any concerns regarding children's well-being. Her practice is underpinned by clear and detailed policies. Consequently children are safe in her care. The childminder keeps her regulatory paperwork up to date. For example, her child record forms contain all the relevant personal information on the children and the childminder knows to keep all old forms for the required period of two years. Her home is seen to be safe and secure.

The childminder uses good strategies to plan and deliver her educational programme for children. She is effective in using regular accurate observation and assessment of the children in her care. All children are developing as expected and no interventions have been necessary. The childminder is able to explain how she would access service from other health and education professionals should the need arise. She demonstrates a good understanding of the importance of partnership working with others. The childminder works very well with parents. She keeps them informed of the daily activities their children participate in. Parents receive detailed information about their children's progress and the childminder's policies and procedures through use of an online learning journey. She uses this to track and record individual children's development. Parents are given secure passwords to view their children's development records, read the daily diary, and view any pictures of activities. They can also use the system to share comments and ideas. The electronic learning journey covers the areas of learning and helps the childminder identify next steps in each child's development.

The childminder reflects on her practice and uses parents' views to conduct a good evaluation of the setting. She also shares good practice with local childminders and has developed good support networks through a weekly childminder playgroup session. Attendance at these sessions helps children to develop social skills and positive relationships with others. The childminder has attended training for the online learning journeys and forest childcare which she uses to take children on woodland visits. She is committed to further training that she considers will benefit her provision. This demonstrates that the childminder is able to maintain the continuous improvement of her setting.

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	EY344571
Local authority	Reading
Inspection number	844061
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	01/12/2008
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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