

Inspection date	09/09/2014
Previous inspection date	20/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 happy and confident within a safe, stimulating and generally enabling environment. Therefore, they make good progress in their learning and development.
- The childminder provides a secure environment, which protects the children as they explore and investigate their surroundings.
- Children's individual needs are met well because the childminder establishes good two-way communication with parents through discussion and documentation, promoting a cohesive approach to children's learning.
- Children visit local groups and parks, which effectively supports and extends their social and physical development.

It is not yet outstanding because

- The childminder does not make children completely aware of all the toys and resources available, or consider how these are organised, to assist them in making independent choices and decisions about their play.
- Children have limited opportunities to express themselves, develop their rhythm and musicality through using musical instruments and other resources.

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 in the sitting room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's developmental records, children's records, planning documentation, and a selection of policies and procedures.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder registered in 1989. She lives in Woodley, near Reading, Berkshire. The whole of the home is used for childminding. The childminder has five pet cats and keeps chickens. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll, of whom three are in the early year's age group, for a variety of sessions. The childminder currently supports children who use English as an additional language.

What the setting needs to do to improve further

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

- increase the range of media activities and musical resources available to children to extend opportunities for them to develop their expressiveness, musicality and rhythm
- review the organisation of resources to enable children to be able to make informed decisions about what they wish to use and to enhance their play and learning opportunities, for example, by making resources easy for children to get by themselves, and using pictures, real objects and signs alongside words to reinforce what is available.

Inspection judgements

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

Children are happy and relaxed within the childminder's care. They benefit from a good amount of attention from the childminder, which enables them to feel supported. The childminder obtains information about the children's starting points and then skillfully uses this to help identify children's needs to inform the settling-in process, their developmental progression and interests. As a result, all children make good developmental progress.

Children show pleasure in the childminder's company, as they smile and interact verbally with her. For example, when playing shops they confidently ask the childminder for additional resources and involve her in their play. This shows that the children are emotionally secure while in the childminder care. Children enjoy playing and exploring with the shopping trolley and tills. They confidently refer to the lady in the shop as they scan their shopping items and copy what they have seen in every day practice. The childminder supports the children's knowledge well as she asks questions about what the children are buying, and how much money this will cost. This helps extend children's communication and speech skills, while also supporting their early mathematical skills.

Children enjoy exploring with creative media. They have daily opportunities to use crayons, paint and felt tips as they create pictures from their imaginations. Children respond well to the childminder's involvement and show a sense of pride, as they show her the patterns they have made on the paper. Children enjoy visiting places of interests which develops their communication and social skills, such as toddlers and local parks. This is where children experience a range of activities which extend their emerging development, such as, helping large muscle development as they play on equipment in the park.

The childminder promotes children's communication and social skills well by interacting with them continually and through her narrative for what they are doing. This effectively supports the children's speaking and listening skills. Children have access to some musical instruments, such as drums and shakers. However, they do not always have opportunities to hear, dance and express themselves in movement to music and rhyme.

The childminder has an accurate understanding of the learning and development requirements. She effectively implements a system to record her planning and observations of the children. This enables her to show how she is supporting children's developmental progress. There are effective systems in place to help her record, assess and identify children's next steps in learning. These are routinely shared and reviewed with parents to promote continuity in care.

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

Children have good relationships with the childminder and demonstrate a strong sense of security. They show that they feel safe in her care and approach her readily to include her in their play. Children are well behaved and benefit from the consistent praise and encouragement offered by the childminder. This supports their self-confidence and ability to have a go. For example, when the children are playing outside with the ride-on toys, the childminder encourages the children to balance and have a go at riding around the garden.

Children play in a clean and well-presented home. They have a good range of developmentally appropriate toys and resources, however, due to the storage and lack of labelling on the enclosed boxes some toys are not always easily accessible. Therefore, children are not able to independently select all the toys and resources for themselves, to be fully active in their learning. Despite this children are happy to play and explore with toys of interests. Children are beginning to develop a strong understanding of how to maintain their safety. For example, the childminder talks to the children of the dangers of the road as they walk to and from school. This develops their awareness of how to keep themselves safe and road safety.

The childminder promotes the children's awareness of a healthy lifestyle, through eating fresh fruits and vegetables at snack time, and maintaining everyday hygiene practices. Children independence is well promoted as children are reminded to help tidy away toys

and resources, see to their own hand washing and hang their personal belongings up in the hall. Opportunities such as these effectively help develop children's skills for future learning, and their readiness for pre-school and schools.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements. She has an accurate understanding of what to do in the event of any child welfare concerns. She has completed all relevant training, such as safeguarding and first aid. The childminder ensures her home is safe for children by undertaking a daily risk assessment, this enables her to minimise any potential risks to the children. All other records, including contracts and consents for outings, are fully implemented, regularly updated and work well in practice. The childminder supervises children closely. She uses appropriate safety equipment to minimize hazards to children. For example, safety gates are in place to prevent children accessing the stairs. As a result, the childminder thoroughly safeguards the children in her care.

The childminder has a good understanding of the learning and development requirements. She demonstrates a strong commitment to driving improvement. For example, she has effectively met the actions and welfare requirements raised by Ofsted at her last visit. This demonstrates a good capacity for continuous improvement.

The childminder has a good understanding of the importance of liaising with other providers and professionals, and does so successfully to support the children. The childminder is highly committed to working in partnerships with parents. She values their input in her childminding services and successfully involves them in their child's care, by exchanging regular relevant information.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	148251
Local authority	Wokingham
Inspection number	977271
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20/11/2013
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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