

Inspection date	15/09/2014
Previous inspection date	08/07/2009

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

- Children make good progress because the childminder devotes so much individual time and attention to them. She readily supports and participates in their play and helps them to develop new skills.
- Effective promotion of children's personal and social development is reflected in the warm, caring relationships that exist between children and the childminder.
- There is a strong partnership with parents as the childminder keeps them fully involved in their child's experiences and learning.
- Children settle quickly with the childminder who provides a secure, warm, caring and welcoming environment where children have familiar routines. This means that they develop a strong sense of belonging.

It is not yet outstanding because

- The childminder provides fewer opportunities for children to explore and investigate the natural world around them in depth.

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 1989. 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 and their adult daughter, in Reading, Berkshire. The whole of the property is used for childminding and is readily accessible. There is an enclosed garden for outside play. The childminder is minding three children within the early years age range. The family have a pet cat and two dogs.

What the setting needs to do to improve further

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

- strengthen children's understanding of the world by increasing the range of toys and resources that enhance opportunities for them to investigate and observe the natural world around them.

Inspection judgements

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

Children benefit from a well-presented, interesting, and calm learning environment. The childminder creates an environment that is very much in line with children's interests and provides enthusiastic support as they play. She provides a good range of toys and resources indoors, which are easily accessible and appealing. This encourages children to play with them and initiate their own learning. The childminder builds strong relationships with children helping them to grow in confidence. This results in children taking the lead as their play changes direction and develops fluidly as they explore a range of learning opportunities. This broadens children's understanding at different levels and helps them consolidate their knowledge.

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She is enthusiastic and keen for children to move forward in their development. She shows good deployment of her time and supervises children well. Her monitoring systems of children's learning are attractive and informative. This gives parents clear information about children's current learning and capabilities.

The childminder supports children's learning through play and everyday events well. For example, she promotes language skills as she chats to the children. She listens to their responses and extends their vocabulary and thought processes by asking useful questions. For example, during play with the farm, young children are asked to identify animal figures and their sounds. The childminder encourages children to be creative and to solve problems through activities such as hiding, finding and counting the toy dinosaurs in the

sand. Children play with interactive toys to develop their knowledge of technology and their skills for future learning.

Outdoors, children enjoy riding, pedalling, using scooters and bouncing on the mini-trampoline. There is room outside to run and let off steam, climb and learn about spatial awareness. The childminder takes children on visits to local parks and woods to provide them with a wider range of equipment to promote their physical skills. Children find out about the local community as they regularly take walks and attend various groups. However, children have fewer opportunities to explore and investigate the natural world using a range of equipment. Nonetheless, the childminder provides activities, such as, drawing, painting with brushes and making marks in foam or sand. This helps children learn to use tools and develop their pencil control in readiness for gaining the skills early writing. Children within this provision make good progress in their learning and are meeting expected levels of progress for their age.

The childminder has a very good relationship with parents. She works closely with them and offers a flexible service. This helps to make children's move from home into her care an enjoyable experience. The childminder is able to provide for children's needs right from the start as she obtains comprehensive information from parents. She knows children's abilities, interests and preferences well and shares information with parents daily through discussions and the learning journals. This helps provide consistency in children's learning.

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

The childminder has a good understanding of her role in supporting children. She helps children form secure relationships with her. She works closely with parents to help children adapt to care arrangements between their home and her own. This involves children learning to feel secure and safe with her and developing their confidence to separate safely from their parents. The childminder provides a caring and friendly relationship to children. She listens and responds to children with kindness. Her modelling of relationships helps children to understand how to form friendships. Children learn how to play alongside others, share resources and engage each other in games. The childminder gives lots of praise and encouragement to children, valuing their efforts and achievements in learning.

The childminder has clear expectations for children's behaviour and, consequently, children learn about right and wrong and understand quickly what is acceptable. All children play extremely well and enjoy their time together. Children develop social skills as they mix with other children, and the childminder supports this further by attending various groups. Children gain positive attitudes that will help to support their move to pre-school and eventually school. The childminder organises the available play space well overall, so that many resources are accessible for children and conducive to learning. Children enjoy the flexibility to explore in different situations, for example, on the carpet, at the table, or outdoors. The childminder maintains resources and equipment in good condition so that they are attractive and safe to children. Through the use of many resources and during their play, children learn to respect different cultures and develop an

understanding of how people celebrate traditions all over the world.

Children's understanding of good eating habits develops well as they sit around the table at snack times and meals. In addition, the childminder teaches children about the different foods that are healthy for them. The childminder encourages children to think about looking after their bodies by keeping healthy. Children follow good hygiene routines, such as regular hand washing. The childminder teaches children to understand the importance of looking after themselves and staying safe. They regularly practise fire evacuations, talk about road safety and are gently reminded to sit properly on chairs at the table.

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

The childminder has a range of policies and procedures that she shares with parents to ensure they have clear expectations of her provision. The childminder is fully aware of her role and responsibility to protect children. She has a written safeguarding policy and is confident about procedures to follow if she has concerns about a child in her care. The childminder carries out written risk assessments and regular visual checks help minimise hazards, so that children can play and explore confidently, in a safe and suitable environment.

The childminder monitors children's development to ensure all areas of learning are covered. She also reflects on the daily practice and considers how well the children enjoyed the activities. There are suitable systems to observe, assess and monitor each child's progress, and the childminder effectively plans to meet children's next steps in learning. As a result, children are making good progress in their development. The childminder has developed systems to monitor and evaluate the quality of the setting. She is able to identify what works well and what needs further improvement. Her secure relationship with parents and children ensures she has a good understanding of their views to help her evaluate how well her service meets their needs. In addition, since her last inspection, the childminder has attended training on issues she feels would most benefit her personal effectiveness. This shows that she is continuing her professional development and has a strong commitment to drive continual improvement.

The childminder develops strong relationships with parents. Parents make many positive comments in their reference letters. These include how supportive the childminder is, how happy children are and settled in her care. Parents also comment how 'the childminder is always bright, friendly and very flexible with her arrangements'. Another parent states 'that the communication both face to face and in the communication book is very good. Children also enjoy lots of fun days out'. Although, the childminder currently has no contact with any other professionals, she is aware of the importance of clear communication, information sharing and working in partnership with others, if this occurs in the future.

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	510253
Local authority	West Berkshire (Newbury)
Inspection number	842338
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	08/07/2009
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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