

Inspection date

Previous inspection date

26/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 progressing well in their learning because the childminder demonstrates a good understanding of their needs.
- The childminder provides good interaction with children to support their communication and language skills.
- Children learn through play in a stimulating environment that is safe and secure. The childminder is aware of her responsibility to protect and safeguard children from harm.
- The childminder makes good use of facilities in her local area to support children's learning.

It is not yet outstanding because

- Children have few opportunities to explore programmable toys and resources to promote their skills in the use of information and communication technology.
- Parents do not receive a great deal of encouragement to contribute observations from home to support the childminder in assessing and monitoring their child's progress.

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 dining room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector sampled children's developmental records, personal records, a selection of policies and procedures and took account of parental feedback through letters.
- 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 2011. She lives with her husband and two children in Newbury, Berkshire. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She uses the downstairs area of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities, such as shops, parks, library and toddler groups. The childminder is able to take children to and collect them from local schools and pre-schools. The childminder is caring for seven children, of these five are within the early years age range.

What the setting needs to do to improve further

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

- offer more opportunities for children to develop skills relating to information and communication technology, for example by using electronic and programmable toys
- encourage parents to take a more active role in their children's learning by contributing observations from home.

Inspection judgements

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

The childminder has a good understanding of children's progress as she has completes regular observations and assessments. She uses these to identify future learning goals which are based on their interests. The childminder knows her children well and can talk confidently of their next steps in learning. This means she is able to provide good activities that help them make strong progress in their learning and prepare them for the next stage of their development. Overall, the range of children's learning experiences and the good progress they make is effectively promoting their readiness for school.

Children enjoy a good range of activities, play experiences and outings that promote their learning and development well. They visit local toddler groups, which supports them in developing their social skills as they form relationships with a wider range of adults and children. The childminder follows the children's interests well and joins in to support their learning effectively. For example, during story time she talks to them about what they can see in the book and encourages older children to participate in rhyming. This supports children's in developing their communication and language, as well as encouraging early reading skills. Children develop good coordination as they build towers with bricks. The childminder uses spontaneous moments during play to introduce early mathematical

language. She encourages children to count and to recognise shapes and numbers.

The childminder provides a good range of activities that support children to learn about the world. For example, they visit different parts of the local community and also learn about different cultures and beliefs. The childminder has a range of programmable toys but children do not explore these very often. This means that they receive less encouragement to develop skills in operating technology than they do in other areas of development. Children enjoy a wide range of opportunities to be creative. For example, each day they create music with instruments and sing songs enthusiastically.

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

Children settle well with the childminder and benefit from her good care and attention. They form strong bonds with the childminder, readily approaching her for cuddles. This helps them to feel safe and secure. The childminder provides a homely and caring environment. She praises and encourages children's achievements and efforts. This effectively supports their positive behaviour and helps to promote their self-esteem and confidence.

Children play and learn in a safe, secure and healthy environment. The childminder carries out regular checks to ensure children are kept safe within her care. There is a clear evacuation plan and children take part in regular fire drills so that they know what to do in an emergency. The childminder supervises children closely and sets clear boundaries to promote their understanding of keeping safe. For example, they wear fluorescent jackets when out in the community.

Children are beginning to develop a good awareness of what constitutes a healthy diet. The childminder provides a good quality range of snacks and meals to meet their dietary requirements. Children's health and self-care skills are developing well, as they learn good hygiene routines, such as hand washing prior to eating. Children experience a wealth of learning opportunities in the local facilities, such as visiting the library, walks within the community and visit to toddler groups. In addition, they enjoy playing in the childminder's garden and regularly visit to the local parks. This effectively develops their physical skills, while providing them with fresh air and exercise.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has appropriate procedures to ensure the children's health, safety and well-being are consistently maintained and promoted. The childminder is vigilant with regards to children's safety and ensures they are always within sight and hearing. She is first aid trained and this enables her to act suitably if an accident should occur. All records, policies and procedures are well maintained, easily accessible and work well in practice. The childminder shares these appropriately with parents. The childminder has a good

awareness of safeguarding procedures and she clearly understands her role in regards to child protection.

The childminder evaluates her service well and has a reflection diary in place. She is aware of her current strengths and accurately identifies target areas for improvement. The childminder is committed to working in partnerships with parents. She provides a questionnaire for them to contribute ideas to the way the business is run. The childminder keeps parents informed through different forms of communication, such as daily discussions. They have free access to their children's learning records but do not routinely contribute observations from home to support the assessment process. This does not fully support the childminder in her aim to promote continuity in children's learning. 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 Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY423666
Local authority	West Berkshire (Newbury)
Inspection number	888431
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	not applicable
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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