

Inspection date	29/09/2014
Previous inspection date	06/11/2009

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's social and emotional needs are met well by the childminder. Relationships are very good, therefore, children develop a good sense of belonging.
- Children have a wide range of play opportunities, toys, resources and activities to promote their learning overall across all seven areas and consequently, they are making good progress.
- The childminder has positive relationships with parents and maintains a two-way flow of information so that she has a good understanding of children's needs.
- The childminder has a thorough knowledge of child protection and is clear about what she must do should a concern arise. As a result, children are effectively safeguarded.

It is not yet outstanding because

- The childminder does not always provide a wide range of books that children can easily access wherever they are playing, to promote both their enjoyment in books, their home backgrounds and early literacy skills.

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 spent time observing the childminder with children in the main play room and the garden.
- The inspector spoke with the childminder and his co-childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and two children in Thatcham, near Newbury, in Berkshire. Most childminding takes place on the ground floor. There is an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder and her co-childminder currently have seven children on roll, all of whom are in the early years age range, who attend on a part-time basis. The family has a pet cat and a dog.

What the setting needs to do to improve further

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

- improve varied experiences and opportunities for children to explore a range of books, signs, and words that take into account children's different interests, home backgrounds and cultures, to help children show an interest in books and to promote their early communication skills.

Inspection judgements

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

Children enjoy a broad range of toys, resources, activities and outings that promote their learning and development well in all areas of learning. Children can easily select many resources and toys for themselves, or make further choices from their 'choosing board'. The childminder is very confident in adapting learning to meet children's ability or developmental stage so that they can all join in and take part together. For example, children enjoyed sharing and matching flash cards, where they were all supported to recognise the pictures, colours, animals and the same matching cards. The childminder assesses children's development, with contribution from her co-childminder, and effectively plans activities and experiences that interest each child.

Children are making good progress in relation to their abilities and strengths on entry. Children's understanding of language and speech development is promoted well by the childminder's effective teaching skills. She interacts well with children and especially provides children who are learning English as an additional language with time to respond as well as time to play freely. However, there are not always consistent opportunities for children to choose from a wide range of books independently during their play because the childminder stores them in a box in a different room. This does not consistently support children to develop their interest in books and promote their early literacy skills. Nonetheless, children develop many skills for their future through play and day-to-day experiences. For example, they have good opportunities to develop an awareness of

number and problem solving through songs, puzzles and counting the number of bounces they make on the trampoline. During play with building blocks, children are asked to identify what they are building and to recognise the colours. In addition, children are asked to consider how they can make their tower taller. As a result, the childminder successfully links learning within practical play enabling children to make good progress while they have fun.

Children engage others in their imaginative role-play and pretend they are making food in the toy kitchen area. Children have many opportunities to develop their physical skills both indoors and outside. Indoors, they move freely, handle small objects and tools and use everyday technology in their play. The childminder supports children's physical development well, for example, planning exercises with the children, where they eagerly lie on the floor and use their legs to ride a bike and count to ten before turning over to show their press-ups. Outside, children enjoy bouncing on the mini trampoline and negotiate steps and space with various wheeled toys.

Partnerships with parents are good. The childminder has developed effective communication and relationships with parents. She provides good information to parents about their children. This keeps parents well informed about the children's time with the childminder and provides opportunities for the parents to get involved in their child's learning and development.

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

Children form close bonds with the childminder. They are comfortable and at home in this nurturing environment. They settle well because of the information shared with parents regarding their routines and home life. This also enables the childminder to value and include the children within the setting and they form a strong sense of belonging as a result. Children express their needs and choices, demonstrating confidence in the environment. Children behave well because they are well occupied and supported by the childminder and her co-childminder. The childminder's good role-modelling and meaningful discussions help children to understand what is expected of them. The childminder encourages children's independence. For example, she helps children to gain self-care skills with toileting and putting on their shoes. As a result, children are learning skills to help them move on to the next stages in their learning. Regular praise and encouragement from the childminder enables children to develop confidence and good self-esteem.

The childminder gives a high priority to the safety of children. She carries out effective risk assessments to minimise any hazards to help to ensure children can explore safely. The childminder's purposeful discussions promote children's understanding of safety. For example, she discusses road safety when on outings. This demonstrates children's growing awareness of how to keep themselves safe. Children and families from all backgrounds are warmly welcomed and children who are learning English as an additional language are given good support, so that they make effective progress. Through their play, children learn to respect different cultures and how people celebrate individual

traditions all over the world. The childminder provides a range of good quality, age-appropriate toys and resources, and overall, organises her home to enable children to make independent choices about their play. Boxes of toys are stored efficiently and labelled with words and photographs so that even the youngest can choose what to play with.

The childminder prepares healthy snacks that meet children's developing needs and dietary requirements, as parents provide the lunches for their children. She supports children to learn appropriate table manners and through her discussions, enables them to enjoy the foods they eat. Children learn hygienic practices, such as washing their hands before they eat. The childminder is a good role model encouraging hygiene at all times. As a result, children are starting to understand simple health and hygiene practices. Children have regular access to fresh air as they play out in the enclosed rear garden, visit the park and walk to the local nature reserve. The childminder also visits the local parent and toddler group so they can socialise with a wider range of children and adults. This helps the children to develop their confidence and social skills for their eventual move to pre-school or school.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She confidently demonstrates her understanding and responsibilities in relation to safeguarding children and is aware of the procedures to take should she have a concern about a child in her care. She shares her robust policies with parents so they understand the procedures in place that promote their children's safety, health and well-being. The childminder conducts regular assessments of her home and for any outings. As a result, children can play safely in her care. The childminder is fully aware of her responsibilities of working with her co-childminder.

The childminder has a good understanding of her role in the delivery of the educational programmes and of the continuous provision for children's development, in order to plan for their learning needs. The childminder delivers stimulating activities, which effectively take into account children's ages and abilities on entry. . She completes frequent observations on the children, which she annotates with photographs and links to areas of learning. Consequently, the childminder reflects on her planning and can demonstrate the good progress children are making in their learning. The childminder discusses children's progress with her co-childminder who is supporting her to learn about their new computer program observation system to assess and record children's development.

The childminder has effectively reflected on her provision of care. She is able to highlight the strengths of her practice, and what she intends to improve on in the future, and demonstrates a good capacity to improve. The childminder regularly attends training and has a very good knowledge of how children learn and develop through play. Overall, children are happy and developing securely. They demonstrate that they are learning the important skills needed to prepare them for the next stages in their learning. The

childminder and her co-childminder ensure parents know about their children's day through regular feedback. Parents write knowingly and positively of the service, she and her co-childminder offer them. Parents' report that 'they are lucky to have found a unique husband and wife partnership, as they are truly special people and fantastic childminders'. The childminder shows a clear understanding of the importance of sharing information with other professionals in order to help children make good progress and prepare them for the next stages in their learning. Through discussion, it is clear the childminder knows when to contact outside agencies to support children's development. She understands she can contact relevant agencies when she feels children need additional support.

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	EY259909
Local authority	West Berkshire (Newbury)
Inspection number	833163
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	06/11/2009
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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