

Inspection date

Previous inspection date

07/10/2014

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

- The childminder organises her provision effectively to provide children with a welcoming, nurturing environment for their care and learning. Children settle immediately in her care because they feel comfortable in her home.
- Behaviour management is good. The childminder treats children fairly and they respond positively to her calm and consistent approach.
- Children have access to a good variety of resources that are used well to enable them to develop their knowledge and skills in all areas of learning.
- Children are confident, active learners and enjoy being able to explore and learn at their own individual pace.

It is not yet outstanding because

- The childminder does not make full use of opportunities to support children's understanding of words and numbers.
- The childminder shares some information with parents about their children's learning but does not share learning records on a regular basis to strengthen their understanding of their child's development and next steps in learning.

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 sampled the childminder's documentation.
- The inspector observed children's play indoors.
- The inspector discussed the childminder's practice with her.
- The inspector observed all play areas used by children.

Inspector

Catherine Hill

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two young children in Ruscombe, Berkshire. Childminding activities take place downstairs. The bathroom is upstairs. Children have access to an enclosed garden. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for three children in the early years age range, at various times during the week. She also cares for older children out of school hours. The childminder works Monday to Friday for most of the year. The family has two dogs.

What the setting needs to do to improve further

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

- maximise children's opportunities to learn about words and numbers, for example, through visual displays in areas used for play
- strengthen partnerships with parents further by sharing increased detail about their child's development to enable them to better support their child's learning at home.

Inspection judgements

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

Children are very happy, confident, active learners who enjoy both free play and planned activities with the childminder. The childminder has a good understanding of children's specific learning needs, which enables her to plan activities to further their development. Children make good progress because the childminder understands how children learn and she sensitively interacts with play to teach children. For example, she develops children's vocabulary and communication skills as she names objects they play with. The childminder encourages children to repeat words after her so they become familiar with the word sound. The childminder obtains some information from parents about children's abilities and likes when they first join her care. Once in her care the childminder observes children's play and refers to development guidelines to assess children's ever-changing stage of development and to identify their next steps in learning. The childminder keeps learning records with both written and photographic evidence of children's progress linked to the different areas of learning. She keeps parents verbally informed about their child but does not share children's learning records on a regular basis to provide parents with enhanced detail about their child's learning. The childminder understands the requirement to complete a written progress check on two-year-old children and has information on file for reference when she needs to do this.

Children have fun as they sit sociably together to explore a mixture of cornflour and water. The childminder demonstrates how they can put their hand in the mixture to feel the texture and children follow her lead. They lift out shapes the childminder has put in the mixture and the childminder uses the opportunity to introduce new words to children, such as 'sticky' and 'slimy'. Children watch in fascination as the cornflour drips through their hands and they babble away to themselves as they play. Children are developing an understanding of words and numbers as the childminder shares books with them. She skilfully engages children's interest as she asks them questions about the pictures, encouraging them to find, for example, a hat and flags. The childminder counts the three flags in the picture and encourages children to handle books with care as they turn the pages. However, the childminder has no word or number labels on display to maximise children's opportunities to learn about words and numbers during daily play.

Children learn about the wider world and have opportunities to develop their social skills on outings with the childminder. She takes them to a local country park, to a toddler group and the library. Children show an understanding of technology and how things work as they play with a small world kitchen lay-out. They press buttons on the play oven and microwave before putting things inside, closing the door, and pressing another button as if starting to cook. The childminder secures children safely in highchairs at the table so they can experiment with pens, making marks on pictures of familiar toy characters. Children enjoy themselves as they use up some energy following each other pushing toy buggies around. They are developing good physical agility and move quickly showing good spatial awareness as they manoeuvre around corners from one room to another.

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

The childminder is flexible with her settling-in procedures so children can take time to familiarise themselves with her and her home until they feel comfortable being left. Children settle quickly on arrival in her home and move confidently around the familiar home environment. Children have easy access to a good variety of resources that help them develop their future skills in readiness for their eventual move to school. The childminder rotates her resources to keep children stimulated and interested in play. She has a good understanding of children's particular likes. This enables her to set out toys ready for children's arrival, which will motivate them to play. Children develop independence as they make choices about what they do and the childminder encourages and praises their efforts. This boosts children's confidence in persevering with play. The childminder treats all children with equal concern and is firm but fair with regard to managing behaviour. Children behave well as they play together. They happily share resources, such as the toy cars, taking it in turns to put them on the floor road mat. Children have good relationships with each other and the childminder. The childminder effectively supports children's emotional well-being with cuddles and kind words, and children chuckle as she playfully tickles them.

The childminder works in partnership with parents to meet children's dietary needs. She provides children with healthy snack options, such as banana, and children help themselves to their cup of drink when thirsty. Children show developing self-care skills as

they use spoons to feed themselves at lunch time. The childminder supports children with routine hygiene practice with regard to washing their hands. She keeps children clean and comfortable by changing nappies as required. Children show a familiarity with nappy changing procedures because they fully cooperate by lying still on the changing mat. The childminder provides children with daily opportunities for fresh air and exercise, with play in the garden or at the park. This gives children opportunities to develop healthy bodies and further their physical skills using apparatus, for example, that they can climb on. Children develop an understanding of safety as the childminder explains to them how to safely go down steps and stairs. She teaches children about road safety when out and has practised her fire drill with children to develop their awareness of safety within the home.

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

The childminder clearly understands her responsibilities in meeting the requirements of the Early Years Foundation Stage. She organises her provision effectively to provide children with a welcoming, family environment for their care, learning and play. The childminder safeguards children's welfare well. She understands the procedures to follow to deal with any concerns that may arise and has a detailed safeguarding policy to underpin her practice. The childminder is proactive in continually updating and refreshing her skills and since registration she has attended further first-aid and safeguarding training. The childminder maintains a range of documentation to support her practice. This includes detailed policies covering areas, such as equal opportunities, complaints and behaviour management, and risk assessment records. The childminder closely supervises children and has minimised hazards in the home so children can play safely. She keeps her premises secure and uses, for example, safety gates to prevent children's unaccompanied access to the stairs.

The childminder works in partnership with parents and others to promote consistency in meeting children's individual needs. The childminder has good relationships with parents and shares both verbal and written information with them about their children and her practice. The childminder has a good understanding of the learning and development requirements and monitors children's learning to identify areas for progression. She continually evaluates her practice and makes changes to improve outcomes for children. For example, she has increased her equipment and changed her storage of resources to provide children with improved access. She has also altered the arrangements for children to sleep to enable them to settle better. The childminder has addressed all safety issues identified at registration and has identified her paperwork as a priority for improvement.

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	EY391316
Local authority	Wokingham
Inspection number	884692
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
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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