

<b>Inspection date</b>	10/10/2014
Previous inspection date	01/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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## **The quality and standards of the early years provision**

### **This provision is good**

- Children are safeguarded well. This is because the childminder has a good understanding of her role and responsibility to protect children and robust risk assessments help to minimise any potential hazards to children to keep them safe.
- The childminder has a very secure understanding of how children learn. She accurately assesses the next steps in their learning and provides exciting and purposeful learning opportunities. This ensures that children make good progress in all areas of their learning and development.
- The childminder builds strong relationships with the children. This supports independence and confidence to have a go at activities and extend their abilities.
- Partnership with parents and others settings is strong. Good levels of information are shared to promote consistency in learning. Self-evaluation is accurate and supports ongoing improvements which benefit the children.

### **It is not yet outstanding because**

- There are fewer opportunities for children to learn about difference and diversity within the setting and wider community.

## 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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the self-evaluation process and how the childminder obtains the views of all the users of her setting.

## Inspector

Melissa Cox

## Full report

### Information about the setting

The childminder was registered in 2005, she lives with her husband and school-aged children in Tilehurst, near Reading, Berkshire. All of the home is used for childminding and there is an enclosed rear garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are ten children on roll, who attend on a part-time basis, of whom four are in the early years age range. The childminder's home is within easy walking distance of local schools, shops and parks.

### 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 activities and resources that children can freely access to support their understanding of difference, positive self-image and identity.

### 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 the learning and development requirements of the Early Years Foundation Stage. She interacts well with children as they play and supports them effectively in their development. As a result, children make good progress in their learning. There are effective procedures in place for monitoring and supporting children's ongoing progress. The childminder gathers important initial information from parents about what their children are interested in and what they can do at home. This is combined with her own initial observations to identify children's starting points. She completes regular observations and assessments on the children to recognise their achievements, identify the next steps in their learning and to track their progress. This ensures that activities support children's continued good progress in all areas of their learning. The childminder completes the necessary progress check for children aged between two and three years. She acts on any concerns identified in this summary by initiating further support for children from relevant professionals, for example, speech and language consultants. As a result, any interventions are well placed to make a difference and help children catch up as they are sought in a timely and targeted way.

The childminder effectively supports children with their communication and language development. She talks to children while they play and provide a running commentary during activities and routines. She carefully listens to the children and makes good use of questioning to make them think and to challenge them in their learning. She is responsive to non-verbal cues from very young children and this ensures they are also fully included in play. A variety of print can be seen in the environment, which helps children begin to

recognise letters. Older children have good opportunities to link letter sounds to letter shapes they see. For example, as they identify their names on their folders and start to spell them out. This means children acquire the skills and positive attitudes for effective learning, which ensures they are well prepared for the next stage in their learning, or school, when the time comes.

The quality of teaching is good and the childminder makes skilful use of incidental teaching to extend children's learning. For example, when the children talk about what they have been doing at pre-school that day, she suggests they find a book to read that covers this topic. The children are keen to share what they have learnt that day with the childminder and animatedly recount the story. By following the children's lead the childminder is able to make links to what they already know. Throughout the day children have access to a wide range of creative and small world resources that support their imaginative and creative skills. The childminder supports their understanding of number and counting through everyday activities, such as, counting the pigs in the story. Children's communication skills are fostered well through a wide range of activities, including looking at books and singing rhymes. However, children have fewer opportunities to investigate materials and resources within the setting to support their understanding of the world and strengthen their understanding of difference. Nevertheless, children enjoy their play and are motivated to learn.

Partnerships with parents are effective in keeping them involved as partners to children learning. The childminder keeps parents well informed about their children's development through ongoing discussions, the sharing of photographs and regular discussions over their development folders. She encourages parents to contribute to the folders to share how they support their children's play and learning at home. She gives a full daily handover of events in the day, which includes a good summary of children's daily achievements. This helps parents to feel fully involved in their child's learning.

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

The childminder is kind, caring and attentive. Children are comfortable with her and approach her happily and with confidence. The childminder gathers good levels of information about each child from parents. She uses this information, and her own observations, to help her get to know each child and their likes, dislikes and routines. As a result, children settle quickly and their all-round development and emotional well-being are supported.

Children play in a clean, extremely well resourced and child-friendly environment. Their independence is promoted well as resources are stored in clearly labelled boxes, which are easily accessible to them. These resources capture their interest as they are rotated frequently according to children's interests. This ensures that they are always engaged and excited by the selection on offer, which promotes their concentration and enjoyment. Children's behaviour is good, as the childminder models positive behaviour. For example, she speaks in a calm manner and listens closely when children talk. The childminder gives positive praise at every opportunity, which increases children's confidence and self-

esteem. The childminder is a good role model, ensuring that children are developing an understanding of respect and manners through daily routines and behaviour. She gives clear indications as to how children are expected to behave, for example, praising their good playing and thanking older children when they help.

The childminder promotes children's good health and self-care through routines, regular fresh air and exercise. Children have daily opportunities to benefit from fresh air as they play in the garden. They develop their physical skills as they use wheeled toys, play with balls and draw on the large chalk boards. Regular opportunities to visit the park and a soft play provision, to use a variety of large equipment, further helps children to keep fit through exercise. This effectively supports younger children to gain their confidence in their new found walking skills. Children enjoy healthy meals and snacks, and make choices about the food they eat. They are able to help themselves to regular drinks from the drink dispensers. In addition, through topic work and regular baking activities they understand the importance of healthy foods and drink. The childminder also encourages older children to develop their independence and to take responsibility for their own needs. For example, they take themselves to the bathroom and know to wash their hands, with prompting, in readiness for school. Children's health is promoted as the childminder is aware of her responsibilities when administering medication and treating minor accidents, and she holds a valid first-aid certificate.

Children enjoy many activities within the local community. For example, they enjoy trips to the library and toddler groups where they experience new activities and play alongside other children, preparing them well for the next stage in their learning. Children are learning how to keep themselves safe. The childminder successfully practises her emergency evacuation procedures and talks to children about road safety when they are out on walks.

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

The childminder has a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which helps her ensure children are kept safe. She has a clear understanding of the signs of abuse and the procedures for reporting concerns. Risk assessments are thorough and identify potential dangers to children, and how they will be minimised. This means children are able to play and learn in a safe environment. Record keeping is well organised. There are a good range of policies and procedures implemented to underpin the safe and efficient management of the provision. These are shared with parents so they are fully informed about the setting. All adults living in the home have been checked to ensure that they are suitable to be in contact with children, and the childminder ensures that children are always within her sight. This further safeguards children.

The childminder monitors children's progress very well and has a good awareness of their abilities and skills. Assessments are accurate and the childminder reviews them regularly to ensure there is a broad programme of activities. This enables the childminder to

highlight any possible gaps in children's learning and plan appropriate interventions to support each child. Her attention to meaningful planning and a varied range of activities ensures that all areas of learning are covered, and the needs of individual children are met.

The childminder regularly evaluates the quality of her service. Her self-evaluation process accurately identifies what she does well and what she wants to improve. She seeks feedback from parents through questionnaires and daily discussions, and takes into consideration the views of children as they play. This provides her with a good overview of her provision and enables her to identify clear targets for ongoing development. She also pays good attention to her continuous professional development. For example, she regularly attends further training courses, discusses what constitutes good practice with other childminder's and sources childcare related reference books. This enables her to keep up-to-date with current research and develop her skills, to continually improve the outcomes for children's care and learning. All recommendations and actions from previous inspections have been met. This demonstrates the childminder's strong commitment to continually improve.

The childminder recognises the importance of working closely with parents to ensure that children are securely settled and have consistency of care. Parents are welcomed into the home and kept well informed about their child's day through daily conversations, text messages and diaries. Parents' comments show that they are very satisfied with the service they receive. For example, they state that they are very pleased with the progress their children are making, that their children have developed secure bonds with the childminder and are very happy in her care. The childminder has developed good links with local settings and builds on topic work and children's next steps, through regular discussions with staff. This ensures continuity of learning for children and prepares them well for their next stage in learning, for example, school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY300531
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	978410
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/10/2009
<b>Telephone number</b>	

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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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