

Inspection date	16/10/2014
Previous inspection date	09/12/2009

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

- The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a range of interesting experiences which meet their individual needs and interests. They make good progress.
- The childminder's calm and child-centred approach helps children enjoy their time in her provision. They are happy, content and settle easily due to the very close bond and secure relationships established with the childminder, her family and each other.
- The childminder has a good knowledge of safeguarding procedures. She uses effective risk assessments to minimise potential hazards across the areas used by children, and supervises them well. Therefore, children's safety is effectively promoted.
- Strong relationships with parents ensure they are fully engaged in their children's learning. Their contributions are valued and significantly contribute to the planning and assessment of their children.

It is not yet outstanding because

- An over-reliance on pre-prepared art activities limits the opportunities for children to express their own ideas and creativity during arts and craft activities.

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 Lower Earley, near Reading in Berkshire. The home is close to parks, shops and schools. and is on local bus routes. All areas of the ground floor of the childminder's house are used for childminding with bathroom facilities provided in this area. There is a fully enclosed garden for outside play. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She is currently minding a total of four children within the early years age group. Days and times of children's attendance vary. 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:

- Extend the opportunities for children to explore their own ideas and solve problems independently by reducing the amount of adult direction in some activities.

Inspection judgements

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

Children make good progress because the teaching and learning is good. The childminder provides a varied educational programme that offers interest and challenge across the seven areas of learning. She offers flexibility to follow children's interests, responds to their ideas for developing their own play and provides structured activities to teach specific knowledge and skills. For example, during the inspection, children asked to build a den in the playroom. They cleared away the toys and fetched blankets, cushions and books. The child-minder supported them by asking purposeful questions as a guide to promote children's thought process. They commented that 'working together will get the job done' and each child assigned themselves a role in the construction. They considered how to position the blankets over the table and what they might need to do to stop them falling off.

The childminder skilfully uses open-ended questions to support children's thinking skills. She provides an ongoing commentary as she positively interacts and plays alongside children. She understands when it is appropriate to join children in their play or stand back as an observer in order to promote challenge. As a result, children develop confidence to explore and investigate and find their own ways of doing things. They show that they can securely solve problems, make predictions and think critically. For example, once children had built their den, they selected their favourite books and snuggled inside their den to enjoy a story time with the childminder. The childminder captured their ongoing interest

as she helped them make links to their own life experiences and that of the main character in the story. The childminder asked each child in turn about their thoughts on the pictures, allowing them time to reflect. She introduced new words such as 'inconspicuous' to older children and then explained the meaning of this in a child-friendly way to younger children. This activity promoted children's listening, recall and turn-taking skills and extended their vocabulary as she taught them new words. Consequently, children play cooperatively together and develop good communication and language skills.

However while children are motivated in their free play and enjoy good levels of support from the childminder, this does not always extend to adult-directed activities. Children are less interested in engaging in arts and crafts for sustained periods because the childminder pre-prepares the activity for them. They do not have easy access to further resources, such as mark-making materials or a varied selection of card, to support their own creativity. As a result, they eventually lose interest after completing the set design. Nevertheless the childminder provides a good range of other experiences throughout the day which helps children learn and develop through active participation. As a result, children are developing the necessary skills, attitudes and dispositions they need to be ready for school.

Partnerships with parents to support teaching and learning are good. When children start in her care, the childminder asks parents to complete information to establish their abilities and interests. This means she is able to plan for children's learning from their first day at the setting and she has a clear idea of their starting points. The childminder then invites parents to share their children's ongoing progress and ideas to extend learning at home and in her setting. She completes the progress check for children between the ages of two and three years to ensure that any need for early intervention can be identified and supported appropriately. As a result, children play well together, watching and learning from each other, as well as benefiting from the teaching strategies and good assessment information used by the childminder.

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

Children are happy and show they feel secure within the childminder's home as they form good relationships with each other and the childminder. The childminder promotes a calm, child-centred approach in her home which helps children to feel at ease and enjoy their time in her care. The childminder offers flexible settling-in procedures and uses this time with parents as an opportunity to find out about children's individual care routines which she supports well in her setting. She provides a stimulating and welcoming environment which children are confident and self-motivated to explore. As a result, children form close bonds and attachments with the childminder, settle in quickly and have their needs met.

The childminder is sensitive and responsive to children's needs. For example, she gives children her time and individual attention and, therefore, they feel they are valued and listened to. She acknowledges when very young children communicate that they are tired or hungry. She responds quickly to their needs to prevent any distress. The childminder is a good role model and shows children genuine interest and respect. She offers clear

boundaries and expectations so children listen attentively and learn to understand and respect each other's needs and opinions. This helps children to interact with others, to experience and manage their feelings, and to be in control and confident about themselves and their own abilities. Children's thoughts and feelings are also sought and valued by the childminder. She successfully promotes children's individual interests, choices and approaches to play. The childminder teaches children to manage their own personal safety and to be aware of the safety of others. For example, she reminds them to cut carefully with scissors and encourages them to tidy away the toys before getting more out in case they trip. As a result, children develop good levels of emotional security, which supports their well-being.

The childminder recognises the benefits for children of having fresh air and access to natural environments with plenty of space for play and exercise. As a result, she ensures all children have daily opportunities to be outside, supporting a healthy lifestyle and promoting their good health. Children engage in daily outdoor play where they learn about nature by observing changes that take place in the seasons. They access the rear garden and visit local parks to gain good skills using larger equipment. Children eat a variety of home-cooked food at meal times and the childminder promotes their awareness further by talking about the benefits of eating healthy options. As a result, children show good levels of understanding that exercise and making the right choices about food helps to promote healthy bodies. They learn about good hygiene routines and from a young age are encouraged and supported to wash their hands before eating and after toileting. Children's self-care skills are well supported as they are actively encouraged and helped to put on their own shoes and coats. As a result, children are learning skills which prepare them well for the move to nursery or school.

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

The childminder has a good level of knowledge and understanding of the Early Years Foundation Stage. She is experienced and confident in the level of support she provides for children's learning. She effectively implements the safeguarding and welfare requirements because she has a clear understanding of how to support and safeguard children. Regular safeguarding training helps the childminder to have a good working knowledge of the signs of abuse and neglect. An up-to-date policy reflects the guidance set by the Local Safeguarding Children Board and the childminder clearly details the steps she would take if she felt concerned about a child in her care. She ensures that children's safety is promoted through close supervision and daily safety checks of her home. Children are well supervised on outings and they discuss how they must hold onto the pushchair at all times and confidently explain the rules for crossing the road.

The childminder has a good understanding of the learning and development requirements. She reflects on, and evaluates, her practice to achieve ongoing developments to her provision. Furthermore, she demonstrates an ongoing commitment to training because plans are in place to attend additional courses in order to deepen her knowledge further. The childminder knows the children very well and confidently talks about their

individual stages of development. She is confident to use this information to plan purposeful play experiences in order to ensure children make good progress towards the early learning goals. The childminder reflects on the different ways children learn and this helps to inform her everyday practice.

The childminder demonstrates a continued commitment to self-evaluating her service and making improvements. Since her last inspection, she has attended a number of training events, which has impacted positively on her practice and the progress children make. She has successfully addressed all recommendations set at the last inspection. As a result, she now keeps comprehensive records of any pre-existing injuries that children arrive with in line with her robust safeguarding policy. She maintains a good written record of risk assessments in order to promote children's well-being on outings or when they are resting. She also routinely evaluates the organisation and presentation of resources in order to ensure children remain motivated and interested in the range of play experiences provided. This enables all children to take part in meaningful activities which actively promote and sustain their engagement in self-chosen play.

The childminder has developed positive relationships with parents. This is because the childminder maintains a good, two-way flow of communication with them to support their family needs. Parents have opportunities to view their children's online learning files and have regular opportunities to contribute their comments about the ongoing progress the child is making. The childminder invites parents to share their experiences of children in the context of their home to build a consistent picture of each child's learning and development. This gives the childminder a deeper understanding to inform her planning and help to inspire and challenge children as they play. Parents speak highly of the childminder and say how they are very happy with their children's progress. The childminder understands the importance of working in close partnership with other professionals which supports good exchanges of information to support children's care and learning. As a result, children are well-prepared for the next stage in their learning.

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	EY321026
Local authority	Wokingham
Inspection number	834615
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	09/12/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

