

Inspection date	20/10/2014
Previous inspection date	15/01/2009

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 are happy and settled in the childminder's company. This develops their confidence to explore and learn through play.
- The childminder has established good partnerships with parents. As a result, parents are well informed and involved in their child's learning.
- Children have access to an abundant range of easily accessible toys and resources
- The childminder has good systems for self-evaluation, to improve her practice and ensure positive outcomes for children.

It is not yet outstanding because

- The childminder does not always consider useful strategies to support non-verbal communication in children; consequently they cannot always freely express their own choices.

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 and interaction between the childminder and children in the main playroom.
- The inspector looked at a selection of policies, procedures, and children's assessment and development records.
- The inspector held discussions with the childminder and children at appropriate times during the inspection
- The inspector took account of the views of parents through their written comments.

Inspector

Farzana Iqbal

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and two children aged four and seven years in a house in Whitley, on the outskirts of Reading. The property is close to local schools, shops and amenities. The childminder uses the ground floor of the property for childminding. The family keeps fish as pets. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for eight children on a full- and part-time basis. The childminder is a member of the local childminder network team and also receives close support from her local authority coordinator. She walks to local pre-schools to take and collect children, and attends local carer and toddler groups.

What the setting needs to do to improve further

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

- extend children's confidence and skills in expressing themselves through non-verbal communication, for example by using visual aids in the environment.

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 Early Years Foundation Stage; consequently she provides a welcoming environment for children, in which she organises worthwhile activities and experiences that meet their needs. The childminder carries out regular observations and uses her assessments to identify the next aims in their learning. She gathers information about children's interests, routines and abilities by working closely with parents when their children start at her provision. This means the childminder makes good efforts to get to know the children in her care and is able to plan effectively for their individual needs.

The childminder provides good support during child-led learning, as well as activities based on the interests of children. This means children are motivated to learn and explore. The childminder is effective at extending children's learning. For example, playing with construction blocks becomes a project to build an aeroplane, as children talk about their holiday experiences abroad. The childminder effectively engages and questions children about their designs and ideas, and teaches them about different colours and shapes. The resources are at children's level and therefore they can easily access toys for themselves, which promotes their independence.

The childminder interacts enthusiastically with the children and promotes their communication and language skills through meaningful conversations. Children have

opportunities to reflect on home experiences, such as when they go swimming at the weekend. However, the childminder does not make use of wider strategies to support non-verbal communication in children so that they can express their choices, for example by using visual aids. The childminder provides age-appropriate learning activities. For example, she provides sensory materials for babies and toddlers to explore and develop their curiosity. The childminder takes the children on visits to the local parks where they have access to natural resources. They collect autumn leaves to explore textures, smells and shapes. She extends this activity for children so that they design their own art displays of autumn hedgehogs and learn about seasons. This means children have good opportunities to express their ideas through creative craft activities.

The childminder introduces early mathematics to children through singing nursery rhymes and counting objects. For example, she organises a skittles game and encourages children to count how many skittles are knocked over and how many are left standing. The childminder demonstrates good quality teaching as she adapts activities for children's different ages. She provides daily access to outdoors, where children are able to practise their physical skills, such as balance and spatial awareness, as they have space to run and jump. They develop coordination skills as they play with a toy hammer and bench, and learn to build wooden towers, which they delight in knocking down. The childminder prepares children well for the next stages of their learning.

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

The childminder acts as a good role model to the children; as a result, they behave well in her care. The children show a high level of confidence and self-esteem because the childminder gives them lots of praise and encouragement. The childminder provides clear boundaries and expectations for behaviour through simple, age-appropriate explanations. For instance, she reminds children to take turns and share their toys; this helps them understand they must be kind to each other.

Children develop secure relationships with the childminder as she spends time playing with them and promoting their interests and learning. The childminder provides cuddles for younger children when they seek reassurance. She has a good understanding about individual children's likes, dislikes and care routines because she shares daily information with parents. Children develop a good understanding of self-care skills through effective hygiene practices, such as hand washing. The childminder organises the play and learning environment to promote children's self-help and independence skills. She takes them to the local toddler groups and playgroups to take part in a wider range of activities, such as picnics, group story time, singing and dancing. This helps children to develop and extend their social skills.

The childminder teaches children how to keep themselves safe. They frequently take part in fire drills so they know how to evacuate the premises quickly and safely in an emergency, and the childminder keeps records of this. Children are able to help themselves to fresh drinking water and are provided with healthy meals and snacks. This means that children's health and well-being are well supported, and they learn about the

importance of healthy lifestyles.

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

The childminder has a very clear understanding of child protection issues and follows good safeguarding practice to provide a safe and secure environment for the children. This is reinforced through her safeguarding policy, which she shares with parents. She is aware of her responsibility to report any safeguarding issues and is clear about who to contact if she has any concerns regarding the welfare of the children in her care. She completes written risk assessments on her home, garden and any outings, taking the appropriate action to minimise hazards to children. The childminder carries out daily checks to ensure that the house is safe before the children arrive, which further promotes their safety.

The childminder uses an online interactive system to record and share information about children's well-being and development. She completes regular assessments of children's learning to ensure they achieve well in each area. The childminder carries out the required progress check for children aged two. She encourages parents to contribute to their child's learning through sharing information. The childminder plans a range of activities based on observations and children's interests to meet their individual needs. This means that she is able to monitor the educational programmes effectively to prevent any gaps arising in children's learning. The childminder is aware of the need to work with other early years professionals, to access specialist support for children where necessary.

The childminder regularly reflects on her practice, taking account of the views of parents and children to promote improvement to her provision. She values parents' involvement in their children's learning records and has established good partnerships with them. She gives parents verbal and written feedback about their child's learning, informing them about what they have done on a daily basis. This means that parents feel involved and consequently, this participation benefits children's progress in their learning at home and with the childminder.

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	EY260897
Local authority	Reading
Inspection number	833183
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	15/01/2009
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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