

Inspection date

24/10/2014

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

- Children settle quickly due to the positive relationships the childminder establishes with them.
- Behaviour is good because the childminder reminds children about what she expects of them. She gives lots of praise and encouragement at appropriate times.
- The childminder effectively promotes children's welfare because she demonstrates a good understanding of her responsibility with regards to safeguarding children.
- Children make good progress because the childminder monitors children's learning successfully, provides good teaching, and plans for their individual needs.

It is not yet outstanding because

- There is little print in the environment for children to learn that words carry meaning.
- The childminder has not fully considered ways for parents to become even more involved in their children's learning, by sharing children's achievements from home.

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 children at play.
- The inspector took account of the views of parents.
- The inspector examined documents, policies and paperwork.
- The inspector observed the childminder's interactions with children.
- The inspector discussed the childminder's self-evaluation form with her.

Inspector

Alison Southard

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and four children, three of whom are adults, in Lower Earley, Reading, in Berkshire. The family has a pet dog. The downstairs of the home is mainly used for childminding with access to the first floor for sleeping facilities. There is an enclosed garden for outdoor play. Local facilities are within walking distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. There are currently six children on roll in the early years age group. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has a relevant childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to see written words in the environment, so they begin to learn that words and print carry meaning
- extend further the methods for encouraging parents to be more actively involved in their children's learning and development, by encouraging them to share additional details of what their child achieves at home.

Inspection judgements

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

The childminder has a good knowledge of all the areas of learning and provides a wide range of activities that promote children's development effectively. She clearly understands the importance of focusing on the different areas of learning to meet children's individual needs. This ensures children receive a broad and balanced range of activities and experiences. The childminder makes observations of children's play and achievements and assesses their stages of development efficiently. The childminder accurately identifies the children's next steps in learning and plans how she will teach and help children to achieve them to make good progress. She works closely with parents to learn about children's interests and developmental stages when they first start. This information enables the childminder to plan effectively for their individual needs. However, parents do not regularly contribute details of what their child achieves at home. Therefore, the childminder has not fully embedded a cohesive approach to promoting children's learning. The childminder understands the process for completing the required progress check for two-year-old children. She also recognises the importance of involving parents with this process to ensure the assessment of their child is accurate.

Children enjoy creating patterns while painting with their fingers and leaves they have collected when on an outing. The childminder promotes activities about the seasons and children of all ages join in with these. They explore technological toys by pushing buttons and turning dials. During the inspection workmen outside were digging up part of the road. Children excitedly watched out of the window as the childminder explained to them what was happening. She promoted mathematical development as she counted the machinery with the children.

The childminder teaches children to develop their language skills by modelling language effectively. She also asks open-ended questions to help children think and build on their vocabulary. For example, she asked children what noise a lion makes when they were reading a story and the children made a 'roar'. The childminder offers plenty of praise. This ensures children's personal, social and emotional development is supported very well as their communication skills increase. Children take pleasure in spending time with the childminder. They enjoy choosing books and snuggle into her while she reads them. They are happy exploring her home and choosing activities and resources to play with. The childminder sits with them and joins in with activities, motivating them and encouraging their use of language. For example, she offered children resources which help them to learn about body parts and facial features. She encouraged the children to point these parts out on their own bodies and to name them. The childminder engaged children in a conversation about how everyone is different. She pointed out how she is wearing glasses like the lady in the book. The childminder celebrates different festivals with children throughout the year and she invites parents to share their culture. This input helps children to learn about diversity, different cultures and the world around them in purposeful ways.

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

Children are happy and settle quickly with the childminder because there is a strong focus on supporting their emotional well-being. She follows children's routines from home, where possible, to provide continuity. The welcoming environment allows children to learn through play and exploration. There is a wide range of play equipment that the childminder has arranged so that children, from a young age, can choose for themselves from drawers and containers. However, these are not labelled and there are few labels, or print in the environment. Therefore, children do not gain an understanding that print carries meaning to develop their literacy skills.

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. Children indicate they feel safe. They are happy to leave the childminder's side to explore, and turn to her for help when required. They learn about safety through the childminder's calm reminders and expectations. For example, she reminded children not to jump on her furniture because they may fall. The childminder regularly practises her evacuation procedures with the children and discusses road safety with them when on outings. She encourages older children to be good role models for the younger children. Behaviour

management is good. Children behave well because the childminder provides ongoing activities to occupy them. She reminds them of her house rules, and teaches them to take turns and to share by modelling good behaviour. This helps the children to develop self-control and an awareness of the needs of others.

The childminder encourages children to develop healthy lifestyles with a good focus on outdoor play and healthy eating. For example, children enjoyed a variety of fruit including bananas and grapes. They have regular access to fresh air as they play out in the enclosed rear garden, or visit the park for further physical challenges. The childminder also visits the local playgroups 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 secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She fully understands her role to safeguard children. She has attended training and has a good knowledge of child protection issues and the process to follow if she has concerns for a child's well-being. The childminder shares her written policies with parents and provides them with an information pack when children first attend. This allows them to develop a good understanding of the service she provides.

The childminder recognises the importance of working in partnership with other professionals, where this is appropriate, to fully meet children's needs. She shares information with other settings children may attend and is aware of where to seek help for children who may need extra support. This helps the childminder to provide a cohesive approach to children's learning and development.

The childminder recognises her strengths and accurately identifies areas for improvement. This ensures priorities for improvement are well targeted to benefit the children in her care, and to support the childminder in monitoring and improving the quality of children's learning experiences. She undertakes regular training and shares ideas with other childminders to improve her practice. The childminder ensures that she considers parents' and children's views by asking them to complete questionnaires about her service and children's current interests. Parents state that they are extremely happy with the care the childminder provides. After seeking parental feedback, the childminder decided to introduce an online system where parents can easily access information about their children while at work. Parents report how they 'really love this system because it gives them an insight into their child's time with the childminder'. The childminder also ensures parents know about their child's day by giving verbal feedback. This ensures parents are fully informed about their children's time with her and the good progress they are making.

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	EY302637
Local authority	Wokingham
Inspection number	834085
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	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

