

<b>Inspection date</b>	03/11/2014
Previous inspection date	24/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 promotes children's social skills well as they have daily opportunities to attend playgroups and interact with other children.
- The childminder provides a welcoming environment and offers a caring approach. This helps children to settle and motivates them to explore their environment.
- Children develop good confidence and self-esteem as the childminder frequently praises their efforts.
- The childminder has good systems for self-evaluation and accurately identifies how to drive continuous improvement.

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

- Younger children do not have a wide range of readily available books to promote early literacy skills.

## 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 playrooms and garden.
- The inspector looked at a selection of policies, procedures and children's assessment and development records.
- The inspector held discussions with the childminder 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 2005. She lives with her husband and three children in Reading, Berkshire. The whole of the ground floor of the house is available for childminding and there is a garden for outdoor play. The childminder walks and drives to local settings to drop off and collect children. There are currently nine children on roll including four children 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 two pet dogs and two geckos.

### What the setting needs to do to improve further

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

- extend the support for children's early reading by increasing the range of books that are readily available.

### Inspection judgements

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

The childminder provides a welcoming and family-orientated home. Children are comfortable in her company and, as a result, they explore their environment with confidence. Children develop a secure bond with the childminder and happily interact with her. She provides good support and offers reassurance when they need this. Children enjoy their time at the childminder's home as she provides stimulating and interesting toys and activities. The childminder participates in children's play, which motivates and helps them gain confidence to succeed. She is confident in her approach to ensure that every child makes good progress from when they start. The childminder completes ongoing observations and assessments of children's progress. These include photographs of the children at their play and written reviews of their development. She identifies children's next learning steps to ensure they make ongoing progress in all areas. Children have good opportunities to learn about mathematical concepts such as size and shapes. For example, they draw circles and compare the differences to other shapes, such as squares. Children also practise counting skills in daily routines such as when climbing the stairs and sharing out pieces of fruit.

The childminder takes children to a variety of playgroups throughout the week. This enables them to benefit from wider outdoor areas, social interaction and focused activities such as rhyme time and story time sessions. However, the childminder does not provide many books for younger children to explore in order to promote their early reading skills and develop their interest in books.

The childminder interacts well with children which encourages positive attitudes towards learning. The childminder promotes children's speaking and listening skills well. She introduces new and challenging vocabulary to further extend their language and communication. For example, children learn about new colours such as silver and gold, they also learn the names for different types of fireworks such as a Catherine Wheel. Children enjoy art and craft activities. They paint their own firework display using a range of paint colours, glue, chalk and glitter. This also helps children to begin to develop skills to promote their early writing. The childminder helps children extend this activity outside as they pretend they are fireworks. They use colorful pompoms to jump up as high as they can to mimic a firework. Children receive good support in their imaginary role-play as the childminder joins in when they make cups of tea and breakfast. These activities support children's creative and physical development.

Children enjoy listening and identifying sounds in their environment, such as when it begins to rain. They discuss sounds that are loud and quiet. Children have many opportunities to talk about experiences from home. They happily chat to the childminder who asks a range of open questions to challenge their thinking skills. The childminder also sensitively models language correctly for children during their conversations. This further supports their language and communication.

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

The childminder is a positive role model. She has a caring approach which means the children quickly settle in her care. She gathers comprehensive information from parents and maintains daily conversations with them to ensure she understands each child's individual needs. The childminder enthusiastically praises children, increasing their confidence and self-esteem. She is patient and consistent in her expectations with regard to behaviour management and effectively supports children's personal, social and emotional development. As a result, children behave very well and learn to share and take turns. The childminder is receptive to their individual needs and offers children choices in their play and learning.

The young children develop good relationship with the childminder and they respond comfortably towards her, receiving cuddles when they need some reassurance. The childminder has a well organised routine which helps children feel safe and secure. She tells them in advance what is going to happen which prepares them for the daily activities. She fully supports children's interests and plans a flexible day to support this effectively. For example, she accommodates to a request to use toy diggers in the garden, while another child chooses to play in the role-play area. Children independently access the toys or resources they choose to play with.

The childminder promotes children's health through play in the garden, visits to parks and daily playgroup sessions. These opportunities enable children to benefit from fresh air and exercise. The childminder encourages children's knowledge about safety as they regularly practise fire drills to understand how to evacuate the premises safely. Children enjoy healthy snacks and regular drinks. They develop good hygiene routines, for example, they

know they need to wash their hands before their snack. The childminder encourages children's independence well. She helps them they become competent at managing their personal needs relative to their age. Children are developing good self-care skills, because the childminder gently encourages them to access their own drinks and put on their coats. This support prepares them to move on to the next stages in their learning.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. She has a very good understanding of her responsibility to safeguard children. She is aware of the procedures to follow and who to contact if she has concerns regarding a child's welfare. The childminder supervises children closely and carries out daily checks to minimise any risks in the environment so they can play happily and safely. The childminder holds a current first-aid certificate so she can provide appropriate care if a child has a minor accident. This helps to support children's ongoing welfare. The childminder maintains records accurately, such as daily attendance records, and stores these confidentially. She shares her written policies with parents so that they are aware of the procedures in place to support their children's well-being and development.

The childminder reflects on her practice and self-evaluation procedures are developing well. She has completed a self-evaluation form to identify strengths and areas of development. Consequently, she is aware of the action to take to drive improvement and support good outcomes for all children in her care.

Partnerships with parents are good. The childminder knows the children and their families very well. She takes time to talk to parents on a daily basis to exchange information about their children's achievements, and what she has observed them doing during the day. Each child has a daily diary which details their general activities and well-being throughout the day. The childminder offers either an electronic or written version of the daily diary. Parents can review their children's learning journals and contribute to these anytime. The childminder values the opinions of parents and children and she receives complimentary feedback through written statements. Parents' report their children are happy and enjoy their time with the childminder. Parents are pleased with the progress that their children have made. They comment that their children have gained confidence and their communication and language is developing very well. The childminder is aware of the importance of liaising with other early years settings that children attend, to support continuity in their care and 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

<b>Unique reference number</b>	EY316469
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	834488
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/11/2009
<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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