

Inspection date	10/11/2014
Previous inspection date	04/02/2009

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 relaxed within the childminder's home because of the good relationships established between them.
- The childminder promotes children's learning well, with a good emphasis on their communication and language skills, to help children progress quickly in this area.
- The childminder provides a secure environment, which protects the children as they explore and investigate within their environment.
- The childminder meets children's individual needs well through the good two-way communication she has established with parents, including daily discussion and diaries.

It is not yet outstanding because

- Children have fewer opportunities to explore with toys and resources that reflect diversity, to further develop their understanding of the world they live in.
- The childminder provides fewer opportunities for children to hear and express themselves through music.

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's play and the childminders interaction in the two main play areas.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection
- The inspector looked at planning documentation, children's learning journeys, letters from parents and a range of policies and children's records.
- The inspector observed hand washing and nappy changing and children having their snack and lunch.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

This childminder has been registered since 2000. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her grown up son in Thatcham, Berkshire. The ground floor of the home is used for childminding and there is an enclosed garden for outdoor play. The childminder is currently caring for three children and, of these, one is in the early year's age group. All children attend on a part-time basis.

What the setting needs to do to improve further

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

- continue to build children's understanding of the wider world by increasing the number of toys and resources that reflect diversity
- extend opportunities for children to increase their musical awareness and express themselves through music.

Inspection judgements

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

Children are confident and contented in the childminder's care. They settle well to activities upon entering the home and enjoy planned creative tasks. This shows that they are self-confident and at ease within the childminder's care. The childminder has a good verbal understanding of the children's developing needs and progress. She understands their next steps for learning and promotes these effectively with the children in everyday play opportunities. For example, children who are developing their understanding of number sequencing are encouraged to name and count the skittles as these fall. The children interact and play with the childminder well, encouraging her participation to have a go within the game. This shows that they have developed trusting relationships with her, while demonstrating good behaviour strategies, such as sharing. This experience helps children to develop useful skills for their future learning and development.

Children enjoy the good range of toys and resources available to them. These include a role play area where children learn to use tools with confidence, such as hammers in the workshop. Children enjoy investigating, as they have fun exploring toys that make different sounds and actions when they press the buttons, such as the play till. However, children have fewer opportunities to make, and express themselves through, music due to the lack of musical instruments available to them. Nonetheless, the childminder sings

songs with the children and they enjoy regular visits to the library where they can attend rhyme and time sessions.

The childminder develops children's communication and language skills very well through high quality interactions. Children develop their attention skills through listening to the childminder and answering the questions that she asks. This effectively supports their speech and communication skills. Children have a good range of opportunities to make things and be creative. For example, they enjoy exploring their senses, as they cook and bake with the childminder. Children enjoy some activities increase their understanding of the world, such as learning about the world and communities when celebrating festivals and meeting people when out in the community. However, they have fewer opportunities to explore with toys and resources within the childminders home, which limits their understanding of diversity around them.

The childminder has established good systems of observation and assessment. She undertakes regular written observations of the children and highlights next steps for children's learning. She uses her learning and development records well to show how children are achieving and confidently involves parents. The childminder completes the progress check for two-year-old children as required. These are shared and reviewed with parents to promote continuity in care.

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

Children have good relationships with the childminder and demonstrate a strong sense of security. The childminder is friendly and attentive to the children's needs. She enhances the children's learning well, as she participates in their play, supports their needs, likes and interests through readily accessible toys and resources. The childminders home is well maintained, clean and child friendly. Children benefit from a child-centred playroom, where their creative work is celebrated and valued through use of displays.

Children's behaviour is good and consistently promoted by the childminder. They receive gentle reminders to reinforce positive behaviour. This, along with a effective praise from the childminder, successfully develops the children's self-esteem and confidence. Children learn about safety as the childminder has clear evacuation procedures in place, and practises drills with children. This helps them become aware of the procedures to follow in an emergency.

The childminder promotes the children's awareness of a healthy lifestyle, through everyday hygiene practices and discussions. This includes conversations on why we should wash our hands after undertaking creative activities and after visiting the toilet. Children benefit from healthy snacks prepared by the childminder and drinks which are readily accessible. The childminder works closely with parents to make sure she has a clear understanding of their children's dietary and health needs. This contributes to children's good health. Children like to play and explore outside. These activities promote their health and well-being while strengthening their physical development. They enjoy walks within in the community, to play parks and to feed the ducks. In addition, children's social

skills are supported and promoted as they engage with other children at soft play areas.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding and welfare requirements. She is knowledgeable in her procedures to follow in the event of any child welfare concerns and has completed all relevant training, such as safeguarding and first aid. The childminder's home is safe and secure as she regularly risks assess her home to ensure all potential hazards are minimised. The childminder's documentation is well organised, and all policies and procedures are shared with parents. As a result, parents are well informed about how the childminder protects their children.

The childminder understands her role in promoting the learning and development requirements. She reviews her practice regularly and monitors her education provision accurately thorough use of self-evaluation. This has enabled her to address all recommendations highlighted from her last inspection. The childminder actively involves parents in her reflection and proactively seeks further training to continue to develop her knowledge and skills. This means that she is able to continuously improve her practice, to the direct benefit of the children in her care.

The childminder has all the required documentation in place to maintain children's good health and support their well-being. The childminder and parents have built strong relationships, which are evident from completed sections of the self-evaluation. Where parents have written positively about the childminder and write that they find her 'like extended family', 'supportive' and 'friendly'. Parents receive a daily dairy of their child's day and good verbal exchanges are shared on collection and drop off times. The childminder is aware of the importance of working with others in order to meet the needs of each child, and is able to seek advice and support from other professionals or agencies if she needs to.

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	510202
Local authority	West Berkshire (Newbury)
Inspection number	842332
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	04/02/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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