

<b>Inspection date</b>	14/11/2014
Previous inspection date	07/12/2009

<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 supports children to make good progress in all areas of learning through a balance of structured activities and child-initiated play.
- The childminder is kind and caring, which supports children to feel secure and motivated to learn.
- Children's communication and language is promoted well as the childminder makes good use of questions to encourage children to think. She is skilled in giving the children time to respond and describe their experiences.
- The childminder provides a safe environment, which supports children's well-being effectively.

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

- Although partnerships with parents are effective overall, the childminder does not always use strategies to help parents to continue children's learning at 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 activities and interaction between the childminder and children in the main playrooms.
- The inspector looked at a selection of children's assessment and development records, policies and procedures.
- 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 1993. She lives in a three storey house in Caversham, Reading. Children play on the first floor of the property, sleep on the second floor and have access to toilet facilities on the ground floor. There is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently looks after six children in the early years age range. Some children attend on a part time basis. The childminder has a nationally recognised level 3 qualification.

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

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

- build on the positive links with parents by finding consistent ways to encourage them to continue children's learning at home.

### Inspection judgements

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

The childminder provides a good range of stimulating and challenging experiences and activities which the children enjoy. She gets to know the children well through observing and chatting with them during play. The childminder provides a welcoming home environment that children confidently explore. She records observations and monitors the progress that children make through individual learning journals. This means she is able to ensure that children have good opportunities to learn effectively at all times and she is able to identify any interventions children need. Consequently, all children make good progress in their learning and development in relation to their starting points and capabilities.

The childminder interacts with the children constantly. She supports the children to share and take turns, praising them as they share and pretend to eat the food, or take turns to throw a ball at skittles. She uses a patient and sensitive approach for younger children who are still learning these skills. This supports their personal, social and emotional development successfully. The childminder ensures that all the children can take part by providing plenty of resources and actively involving herself in the children's role-play. For example, she pretends to eat the food with the children as they make breakfast and cups of tea.

The childminder introduces words such as 'big' and 'small' as the children use objects to make poppy prints with paint for Remembrance Sunday. Children develop early writing skills as they use paintbrushes to make marks. Children count the skittles that they line

up; they count pieces of fruit and sing number songs. This helps children learn number sequences and counting during every day routines to develop counting skills from a young age. Children learn to appreciate and enjoy books as they read and look at textured books. Children enjoy imaginative play as they dress up as pirates. The childminder talks to them about pirate ships and 'going off to sea'. The children thoroughly enjoy dancing to music and songs and they join in as the childminder gives them instructions to 'shake their hands high and low'. This promotes children's understanding of the world effectively and supports them to develop their communication and language skills. This means that children acquire the skills they need to move onto the next stage in their learning successfully.

The childminder takes the children to places that stimulate their interest and extend their knowledge and learning such as a trip on the train to London for Armistice Day. They discuss the visit as they paint poppies, which gives children opportunities to recall and retell past experiences. Children's progress is shared with parents on a regular basis through written and verbal feedback. Parents' comments show that they are completely satisfied with the quality of care and how their children are developing good self-confidence and communication skills. The childminder keeps parents well informed of their child's progress; however, she does not help parents fully to support children's learning at home. For example, she does not consistently provide parents with advice or resources to help them to extend children's experiences.

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

The childminder is a good role model and teaches children expectations for behaviour using positive strategies such as praise and reward. Children learn table manners as they sit to eat a healthy snack of fresh fruits and rice cakes. Children have warm and close relationships with the childminder. They happily seek her participation in play and are confident to ask for reassurance if they need a cuddle. The childminder always responds warmly to the children and is kind and gentle. This supports children's emotional and physical well-being extremely well. The childminder encourages children's independence well. They choose from a wide range of resources and are encouraged to 'have a go' for themselves before she supports them to achieve what they want to do. For example, when a child gets a chair stuck the childminder encourages the child to try and free it by following her instructions.

The childminder teaches the children about keeping themselves safe, for example, when they go on walks. They also practice the emergency evacuation procedure regularly, which teaches the children further about how to keep themselves safe. The childminder teaches the children about the importance of a healthy lifestyle. She provides plenty of opportunities for children to benefit from fresh air and offers them activities that develop their physical skills. Children regularly visit the local park, where they practise balance and coordination skills, for instance when climbing on the equipment. The childminder extends children's learning by taking them to different activity groups, to explore the woodlands and on walks in the local area.

### **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. She explains that keeping children safe is her highest priority. She risk assesses her home, garden and outings fully and completes daily safety checks so that children can play safely. She uses careful and consistent supervision to ensure that children are safe and feel secure. The childminder has a good understanding of child protection issues and is alert to signs or symptoms that may cause concern. The childminder underpins her practice with effective safeguarding policies and she is clear about following the correct reporting procedure if necessary. The childminder has good relationships with parents. She keeps parents informed through regular conversations and parents show they value the childminder's care of the children through their very positive written feedback. The childminder has sound systems to assess children's development including progress checks for children aged two years. She makes regular observations of the children when they are engaged in activities. She uses these observations to make assessments of the children's progress and plan for their next steps in learning. She monitors the educational programme very well, providing a broad and balanced range of activities in all areas, which challenges and excites the children. The childminder attends local playgroups and arranges activities with another childminder so that children can interact in a larger group. She has developed suitable systems to share information with other providers when children's care and learning is shared. The childminder evaluates her provision using parent questionnaires and she identifies her strengths and any areas for development accurately by reflecting on her practice. The childminder's enthusiastic and happy disposition engages the children. She demonstrates that she has a good ability to maintain ongoing improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	116912
<b>Local authority</b>	Reading
<b>Inspection number</b>	840073
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	07/12/2009
<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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