

Inspection date	21/11/2014
Previous inspection date	18/02/2009

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

- The childminder provides a range of good quality learning experiences, which enables children to make good progress in their learning and development.
- The childminder forms secure attachments with the children, which promotes their well-being and independence.
- The childminder interacts well with children, which successfully promotes their communication and language skills.
- The childminder has established good partnerships with parents, and regularly shares information with them about their child's day. This promotes good continuity of care.

It is not yet outstanding because

- The childminder does not yet encourage parents/carers to contribute fully to their child's learning journeys.
- Children have fewer opportunities to express themselves through musical media.

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 in the sitting room, dining room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
The inspector sampled children's developmental records, personal records, a selection of policies and procedures, and took account of parental feedback through letters.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and grown up son in Reading, Berkshire. The childminder is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. She uses the downstairs area of her home for childminding, with access upstairs for the bathroom. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities. These include shops, parks, the library, and toddler groups. The childminder is able to take children to, and collect them from, local schools and pre-schools. The childminder is caring for ten children. Two of them are within the early years age range.

What the setting needs to do to improve further

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

- encourage parents to take a more active role in their children's learning by contributing observations from home.
- extend children's expressiveness through providing a broader range of activities to encourage children's musical awareness.

Inspection judgements

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

Children make good progress in all areas of learning and development. The childminder effectively supports children through consistent communication and encouragement. For example, as children play with the kitchen and food, she asks them if she can have a drink and some lunch. The children then make this for her. Children are developing good communication skills. They have their vocabulary and listening skills very well supported and promoted. For example, the childminder extends their ability to concentrate by asking questions, and talking about the pictures they see. Children's mathematical development is very well supported. The childminder uses everyday opportunities to discuss numbers, colour and shape. For example, as the children count and name the colours of the cars going into the garage.

The childminder has planned the environment effectively, providing sufficient space to support children to explore and play in comfort. She allows children to make choices and decisions as they actively explore the environment, deciding whether to play inside or outside. They have a good range of toys and resources available to them overall. However, children do not always have access to musical instruments, to allow them opportunities to dance and express themselves in movement. Despite this, the children

attend clubs and group sessions, where they participate in rhyme and singing time weekly. The childminder provides a good range of activities that support children to learn about the world they live in. For example, they visit different parts of the local community, and have a range of books and resources to learn about different cultures and beliefs. The childminder has a range of programmable toys to aid children's development in technology. Children enjoy incorporating these within their play. For example, they use the tills to pay for the food that they require for their lunch.

The childminder has an accurate understanding of children's individual needs. She works proactively with parents in gaining useful initial information to enable her to meet all children's needs. She keeps development records in place, links her observations to the areas of learning, and identifies the next steps in learning accurately. The childminder offers time to talk and share children's progress with parents, and this keeps them well-informed of their child's progress. However, fewer opportunities are available for parents to actively contribute to their child's learning record. The childminder is aware of the requirements of the two-year-old progress check. She uses this to make sure children are progressing in line with expectations. Overall, the childminder promotes children's progress well, and prepares them for the next stage in their learning.

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

Children have developed close bonds with the childminder, and they demonstrate that they are happy and comfortable in her care. For example, they enter the home with confidence, and settle quickly to play with the toys and resources on offer. The childminder develops caring and positive relationships with children. She supports parents to help settle their children with her by offering a good amount of visits. The visits help her to understand children's care routines. This promotes children's emotional and physical well-being effectively.

Children behave well because they are well occupied and fully supported by the childminder. In addition, they have a good range of toys and resources, which effectively promotes their learning and development. The childminder gives the children consistent praise and encouragement, which enables them to develop confidence and good self-esteem. This approach helps prepare children for their next stage of learning. Children are encouraged to be independent. They make some choices in their learning as they select independently from accessible resources brought out for them. They also use the toy catalogue, made by the childminder, to choose from additional resources.

The childminder promotes the good health of children. She maintains a clean home. She ensures surfaces are hygienically clean prior to preparing children's drinks and meals. The childminder has good methods in place to teach children about healthy lifestyles. She talks to children about the reasons why they need to wash their hands, so that they learn to protect themselves from germs. Children have daily access to fresh air. The childminder provides a wide range of resources including sand play, construction and ride-on toys. These are suitable for the different ages and stages of the children's development. Children's physical development, in relation to their large muscle development, is

supported and enhanced as they play on equipment in the park. This helps to promote and develop their physical skills.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has appropriate procedures to ensure the children's health, safety and well-being are fully maintained and promoted. The childminder demonstrates a secure understanding of the procedures to follow, should she have any concerns about a child in her care. She has a good range of documentation in place, which helps her to support children's ongoing welfare. For example, the childminder keeps detailed information about children's dietary needs, and has documentation readily available in the event of an accident or incident. The childminder completes risk assessments of her premises, and outings, to help minimise hazards to children. As a result, children can play safely in her care.

The childminder has effectively reflected on her provision of care. She is able to highlight the strengths of her practice, and what she intends to improve in the future. The childminder has taken positive steps since her last inspection to successfully improve and develop the service she offers. This demonstrates a good capacity to improve.

Partnerships with parents, and others involved in children's care, are strong. The childminder provides parents with a good range of information. This includes her policies and the procedures that underpin her daily practice. As a result, parents clearly understand her roles and responsibilities in her childminding service. The childminder understands the need to work in partnership with other settings, and professionals, where there is a need.

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	117025
Local authority	Reading
Inspection number	846119
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18/02/2009
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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