

<b>Inspection date</b>	26/11/2014
Previous inspection date	18/11/2008

<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**

- Children are confident and secure in the homely environment. They enjoy a range of interesting and challenging activities which support their learning. The childminder observes and accurately monitors their progress which helps her plan for their individual needs.
- The childminder has attended training courses and continues to improve her professional development by seeking further training, recognising the benefits of continuous improvement.
- Children's safety is promoted as the childminder is secure in her knowledge of safeguarding, and she helps them learn how to keep themselves safe.
- The childminder complements children's learning by visiting local facilities and various toddler groups.

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

- There are fewer open-ended resources for children to use their imaginations and think critically when they are outdoors, for example, to create their own games.
- The childminder has not considered creating fun opportunities for children to explore a range of resources, props and items linked to their favourite stories or songs, and to complement other reading and imaginative experiences provided.

## 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 spent time observing the childminder with children in the main play room and the dining room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.

## Inspector

Anneliese Fox-Jones

## Full report

### Information about the setting

The childminder registered in 2006. She lives with her husband and two school-aged children in Theale, Berkshire. The family has a cat. The whole of the house is available for childminding. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding one child in 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:

- enhance children's opportunities to use their imaginations and think critically outdoors
- increase the range of materials and interesting objects to further encourage opportunities for singing and children's imaginative storytelling ideas.

## Inspection judgements

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

Children are content and enjoy their time at the childminder's home because she creates a fun, welcoming and friendly environment. This enables children to actively play and develop. The childminder organises a good range of toys where young children can easily reach them. As a result, they are beginning to develop preferences and make choices for themselves. The childminder regularly observes children at play and uses her notes to assess their achievements. She uses her observations to inform future planning and identify the next steps in their learning. The childminder has yet to implement the progress check for two-year-old children but can identify what younger children in her care can do and is fully aware of what this entails. As a result, children are making good progress in their learning and development.

Children readily help themselves to books and spend a great deal of time looking at the pictures and turning the pages. They have access to a suitable range of books that includes board, cloth and musical books to introduce them to literacy. However, there are slightly fewer opportunities for children to explore interesting items related to their favourite stories and songs in order to expand their own imaginative ideas. This has slightly limits their developing creative and language skills. Nonetheless, children develop their imaginations as they act out real-life experiences. For example, they cuddled the doll and pretended to put the baby to bed as they covered the doll in blankets. Children have appropriate opportunities to develop their problem-solving skills. For example, while

playing with the puzzles, children learned about matching animal pictures and their animal noises. The childminder skilfully seized on this opportunity to extend children's language as she talked to them about the animals. Even when children tried to say a word, she repeated it back so they could hear the name of the object clearly. As a result, children's communication and language is effectively supported. Children enjoy a wide range of activities that are stimulating and purposeful for their age and stages of development. For example, the childminder provides many opportunities for children to develop mathematical skills, such as counting objects in the book, and recognising 'big' and 'little' as they stack and compare the differently sized cups. She encourages children's creative and imaginative skills through activities, such as painting, arts and crafts, role play and dressing-up. Children gain an understanding of differences and similarities within society as they access a range of resources that increase their awareness and knowledge of diversity. Through their play, children learn to respect different cultures and how people celebrate individual traditions all over the world. Children benefit from good opportunities to engage in local activities at a variety of groups. As a result, they are developing good social skills to help them as they widen their social circles and move on to other settings in the future.

The childminder promotes successful partnerships with parents. They are informed about many aspects of their children's care, well-being and what they have been doing within the setting. She engages parents in discussions, daily diaries and regularly shares details of the children's progress in their individual learning journals. The childminder also encourages parents to share information to support their children's progress. Overall, children are developing many valuable learning and development skills to set secure foundations for their future learning and prepare them for the next stage in their learning.

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

The childminder obtains all necessary information from parents before they place children in her care. This enables her to gain relevant information from parents about children's interests and abilities so that she has a good understanding of their starting points. Children receive good support in the development of their early personal and social skills, such as confidence and making strong relationships. This prepares them well for when they go to nursery and school. Children enjoy learning and consistently engaged. Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement. This helps to build children's self-esteem. The childminder is very responsive to their needs and makes sure they feel comfortable and secure while in her care. She gives children clear and consistent guidelines, which encourages a good understanding of what is and what is not acceptable. Children display good behaviour and a confident and happy demeanour. For example, children explore and investigate the familiar surroundings and enjoy the closeness and one-to-one interaction they have with the childminder.

The childminder provides regular opportunities for outdoor and physical play. For example, children enjoy playing football in the garden. However, the childminder does not provide a

full range of opportunities for children to use their imaginations and think critically when they are outdoors because there are fewer resources for children to choose for themselves and to create their own games. Nonetheless, children have opportunities to explore their local community and develop their understanding of the world around them. Visits to local parks and soft play centres ensure children have many opportunities to run about and use large play equipment to encourage balance, climbing and crawling through tunnels. This promotes their physical development and helps them to develop a positive attitude to being active. The childminder's effective daily routines help children to learn the importance of good personal hygiene and to develop self-care skills. Children receive a range of healthy snacks and are able to choose their own lunches. This helps them to develop good eating habits.

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

The childminder meets her responsibilities well in relation to the requirements of the Early Years Foundation Stage. She implements these consistently to create an environment that is safe, welcoming, and stimulating. The childminder has a good knowledge of how to keep children safe. She knows how to respond if she has a concern about a child and updates her knowledge by completing regular child protection training. She continually completes risk assessments for all outings and for the indoor and outdoor play spaces to ensure that children can play safely. She demonstrates a clear understanding of her role and responsibilities. Fire safety control equipment is regularly checked and regular fire drills are carried out. The childminder holds a valid paediatric first-aid certificate which enables her to deal appropriately with any accidents.

The childminder is keen to improve the service she offers to children and their families. The recommendations raised at the last inspection have been fully addressed, which has had a positive impact on the children's care and progress. The childminder effectively identifies key strengths and areas for development to help her to monitor her practice. The learning environment is organised effectively to provide children space and access to a good range of toys and resources. The childminder has a good understanding of children's learning and the progress they make. She makes effective use of the observations and assessments to plan purposeful activities in order to enhance children's learning and development. Consequently, children are making the expected progress in all areas of learning. The childminder has comprehensive systems to maintain required documentation in order to promote children's good health and welfare. She provides a service that is inclusive for all children by ensuring she respects their backgrounds.

Relationships with children and parents are well established. Planned settling-in visits and daily discussions help parents feel involved in their child's experience. Parents are well informed about their children's achievements and progress. The childminder seeks their views about the provision through the use of questionnaires to help her identify priorities for improvement. Positive written feedback from many parents indicates that they are extremely happy with the care their children receive. Parents report that they 'have been extremely happy with the care provided. She provides great home-from-home care and

the children enjoy a varied, fun environment including lots of day trips, outdoor play and fun learning activities. I would highly recommend her to any parents looking for a prospective childminder'. Another parent says that the childminder is 'a great communicator and encourages children's good behaviour, kindness, and compassion to others. She provides healthy snacks and meals and encourages good personal hygiene to the children in her care. She encourages learning through various activities. I am thoroughly happy with the level of care and I am certain that being in such a positive and happy environment is helping my child to develop into a confident and self-assured little girl'. The childminder has a positive attitude to working alongside other providers who deliver the Early Years Foundation Stage to the children in her care, when this is required.

### **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>	EY344689
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	828470
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/11/2008
<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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