

Inspection date	08/12/2014
Previous inspection date	21/07/2009

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 has a calm manner which sets a relaxing atmosphere for children, and she is also fully engages in play, which helps children to have fun and enjoy learning.
- Children behave well, listen attentively to the childminder and are responsive and polite from a young age. This is because she has consistent boundaries in place and reminds them to use their manners.
- The childminder uses good teaching techniques as she joins in with children's play and learning. She introduces new language and encourages children to explore new ideas.
- The childminder builds strong partnerships with parents and keeps them well informed of children's development and progress.

It is not yet outstanding because

- The organisation of the environment does not always enable children to make choices and select resources independently.

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 had a tour of the premises and viewed the equipment and resources available to the children.
- The inspector observed the childminder interacting with the children.
- The inspector observed children's activities, held discussions with the childminder, and talked to children throughout the inspection.
- The inspector looked at a sample of children's records, observations and assessments, and reviewed a selection of policies.
- The inspector gained the views of parents through written statements.

Inspector

Kim Andrews

Full report

Information about the setting

The childminder was registered in 2002. She lives with her partner and three children in a detached home in Theale, near Reading in Berkshire. There is an enclosed rear garden for outside play. All of the home is used for childminding. The childminder attends local stay-and-play groups and regularly visits the local park and the library. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently looks after five children in the early years age range. Some children attend on a part-time basis. The childminder drops off and collects children from the local school. The family has two pet dogs, a rabbit and fish.

What the setting needs to do to improve further

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

- increase children's independence and self-choice in their play, by reviewing how some resources are presented.

Inspection judgements

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

Children make good progress in their learning and development. This is because the experienced childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. The childminder plans a balance of adult-led and child-initiated activities to promote children's learning across the educational programmes.

The childminder provides sensitive support to children as they play. She intuitively knows when to allow children free play and when to join in and challenge their thinking. For example, when children show interest in books, the childminder offers to read to them. The childminder uses her voice to engage the children in the story. Children attentively listen and respond positively to her questions. This helps to develop children's enjoyment of books for pleasure.

Young children receive good support with their language and communication development as the childminder communicates very effectively with them. She responds positively to them, reinforces what they are saying, and explains to them what she is doing and why. Children develop an understanding of simple technology when they play with toy telephones. The childminder makes good use of daily routines and activities to promote children's understanding of shape, size and number; for example, by counting the number of grapes at snack time. Children also develop their hand control as they draw, use small bricks and engage in wide variety of art and craft activities. For example, children

decorated a giant dragon as part of Chinese New Year celebrations. However, the organisation and storage of resources makes it difficult for children to freely choose the activities they are interested in, and therefore does not fully support their growing independence. The childminder makes regular observations, which she evaluates to identify children's individual next steps in learning. This ensures that children make effective progress towards the early learning goals and develop skills for the future.

Young children develop warm and trusting relationships with the childminder. They talk freely with her and readily involve her in their play. The childminder gives gentle reminders and explanations, at children's level of understanding, to develop their understanding of keeping themselves safe. Young children have regular opportunities for physical exercise and fresh air. They play in the garden, visit local parks, and walk to and from the local school each day.

The childminder and parents communicate daily and share information that supports children's development. The childminder has a secure understanding of the need for the progress check for two-year-olds and she involves parents in this check to ensure this is an accurate assessment. This approach to children's learning helps prepare them well for their eventual move to school or pre-school.

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

The childminder is a very effective key person for children. She understands the importance of helping children to settle and she builds warm and affectionate relationships with them. As a result, they feel very secure and content in her care. The childminder is attentive to children's individual needs and makes sure that she works closely with the parents over care issues, such as potty training.

Children have good opportunities to learn about healthy lifestyles. They eat balanced, nutritious snacks and meals, including different fruit and vegetables. The childminder offers choices to children about what they eat, which helps them to enjoy mealtimes. The childminder has good hygiene routines that help to minimise the potential for cross-infection. Children know they need to wash their hands before eating and after using the toilet. They put used tissues into the bin, and generally adopt good hygiene habits.

The childminder gives high priority to the safety of children. For example, she carries out effective risk assessments to minimise any hazards in her home and on outings. She teaches children about road safety, ensuring the older children act as good role models to the younger children. Children also enjoy a wide range of activities to support their physical growth and development. Children enjoy climbing and running in parks, digging in the garden and crawling into homemade tents. The childminder achieves a good balance in supporting children to take manageable risks, such as when using the handrail as they climb the steps on the slide at the local park. This helps children to feel safe and be aware of their own safety.

Children's behaviour is very good. They are respectful towards each other, learn good

manners, and share resources. The childminder takes an interest in all that children say and do. She offers lots of praise, such as by telling children how well they have done, and by smiling. This means that children persist in learning new skills, such as putting their shoes on, and they show pride in their achievements. For example, they proudly show visitors their artwork. This demonstrates that children's confidence is developing strongly.

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

The childminder is vigilant in her care. All required records and documentation are in place, to support the childminder and promote the well-being of children in her care. For example, the childminder maintains an accurate daily register of children and a record of their hours of attendance. Children are safeguarded because the childminder is confident of the procedures to follow if she is concerned that a child is at risk of harm. The childminder also provides parents with details of all her policies and procedures, including her safeguarding policy; this contains information about the action to be taken should she have any concerns, and the telephone numbers of who to contact to seek advice and support if necessary.

The childminder reflects on her practice on an ongoing basis, to identify areas for improvement and continually promote good outcomes for children. She recognises the importance of continuing to update her knowledge in order to improve practice and is keen to continue training to develop her skills. The childminder is enthusiastic in her approach and discusses practice issues with other childminders, to establish a culture of continuous professional development.

Partnerships with parents are strong. The childminder exchanges information with parents and finds out about children's interests and activities at home. She uses this information to provide resources and activities that extend their interests. Parents comment that they are very happy with the childcare service provided. They say that she has greatly helped with children's learning and development and that they 'cannot praise her enough'. The childminder's daily communication with parents, and two-way information exchanges, mean that she is able to consider the individual needs of children when planning activities, and this strongly support children's well-being and development.

The childminder recognises the importance of working in partnership with other professionals, where this is appropriate, to meet children's needs fully. She shares information with other settings children may attend and is aware of where to seek help for children who may need extra support. This means that the childminder supports children's learning and development well.

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	EY229512
Local authority	West Berkshire (Newbury)
Inspection number	842664
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	21/07/2009
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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