

Inspection date	14/01/2013
Previous inspection date	26/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has good systems in place to promote children's safety and well-being.
- The childminder provides a caring environment. Children are settled and confidently approach the childminder for support indicating they have trusting relationships.
- The childminder uses consistent and clear boundaries for behaviour management so that children develop a suitable understanding of acceptable behaviour.
- The childminder promotes children's personal, social and emotional development well.

It is not yet good because

- The use of observation and assessment does not fully challenge children's learning in all areas.
- There are no systems to undertake a two-year assessment on children.
- The childminder has not established effective systems to share information with parents on their child's achievements to promote continuity in their learning.
- There are few activities or resources to enable children to see or hear books and songs in their home language.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke to the childminder and children throughout the inspection.
- The inspector observed children in their play and how they interacted with the childminder and other children.
- The inspector looked through children's records, learning journey and talked to the childminder about how she supports children's learning and development.
- The inspector looked at documentation and records available.

Inspector

Tracy Bartholomew

Full Report

Information about the setting

The childminder has been registered since 1992. She lives with her husband, adult daughter and a lodger in a detached home in a small village near Thatcham in Berkshire. All of the home may be used for childcare. There is a large garden available for outside play when children are under the childminder's supervision. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are four children on roll, of these; three are in the early years

age group. They are all cared for on a part-time basis. The childminder is also registered to offer overnight care to two children. The family have six pet cats and some ducks in the lower part of the garden.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the assessment arrangements by monitoring children's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan their next steps.
- review children's progress when they are aged between two and three, and provide parents with a short written summary of their child's development in the prime areas.

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

- improve the storage and labelling of resources to ensure that children can easily see the selection available
- provide extra opportunities for parents to be involved in their children's learning by contributing to development records
- provide opportunities for children to enjoy books, sharing stories, singing songs in children's home language.

Inspection judgements

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

Children are content and happy with the childminder and enjoy a suitable variety of play experiences overall. For example, children develop their sensory awareness as they explore the freshly fallen snow. The childminder extends this experience by providing creative activities, enabling children to make snowman pictures, and feel the texture of cotton wool. The childminder values the children's wishes and ideas throughout the day, which promotes their self-confidence well. For example, musical instruments are provided when children when they request these, and felt tip pens are available for colouring activities. This supports the children's hand and eye coordination and their small muscle control.

Children's communication and language is generally well supported overall. The childminder builds on children's vocabulary by talking to them throughout the day and asking appropriate questions. She gently reinforces their words and sounds and praises them for their efforts in responding. This encourages children's early communication skills. Children enjoy books and happily listen and engage in the story, looking for the bird and making noises of the farm animals. Some children speak English as an additional language. However, there are no books, labels, music or rhymes to value the children's home language. Early counting skills are promoted whilst looking at books and singing number rhymes, as the childminder helps children count the babies in a favourite book.

Children enjoy their singing and action songs with the childminder. For example, they spontaneously start singing songs. The childminder encourages them by asking if they want to sing 'Row, row, row your boat'. They immediately take hold of her hands to 'row their boat' with her. They begin to anticipate the actions involved. For example, they throw their arms up in excitement as they hear the childminder sing 'and don't forget to scream'. These activities encourage children's listening skills and their enjoyment of songs.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She links her observations of children's play to the areas of learning. However, the childminder does not yet effectively identify children's next steps of development in all areas of their learning. Consequently, children are not always sufficiently challenged. In addition, the childminder has not developed systems to complete a progress check for two-year-old children..

Children enjoy physical activities, such as playing, exploring in the childminders garden, walks within the local community, and visits to local play areas. They often go to local a toddler and music group, which helps them to gain confidence in playing with other children. This encourages their social skills, which will help them develop their future learning skills and prepares them for school. Parents provide the childminder with information on their children's routines, interests and developmental starting points when they start the minding agreement. The childminder encourages parents to have as many visits as required to enable her to get to know the children well and settle them in more easily. Suitable systems are in place to ensure that the parents are aware of their child's day. For example, the childminder provides verbal feedback at the beginning and end of the day. However, there are few opportunities for parents to contribute to their children's learning journey. For example, by sharing their observations of their children's achievements at home to promote consistency.

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

The childminder meets children's individual needs and supports these suitably through discussing their starting points and routines with the parents. This enables her to build trusting relationships and ensure children feel secure. Children are confident in the childminders home. They confidently explore and investigate their surroundings. Children have a suitable range of toys and resources, which are regularly rotated by the childminder. Toys in the playroom are stored in boxes. However, not all children are able

to access the resources because they are in boxes without labels and stiff wooden drawers. This hinders the children's independence and free choice.

Children's personal, social and emotional development is well supported. All children have good relationships with the childminder. It is clear that they feel comfortable and relaxed in the childminder's care, as they readily seek cuddles and assistance. Children are encouraged to have good manners, and behave appropriately. The childminder is a positive role model and communicates to the children about being kind to each other. Incidents, such as not sharing, are discussed and resolved swiftly, which helps children to make friendships and learn to respect each other feelings.

Children enjoy their daily outings and like to explore the woodlands close to the childminder's home. They enjoy the outside environment, collecting conkers and catkins to take back home. Children eat well, enjoying a variety of healthy meals and snacks provided by their parents and the childminder. Suitable procedures are followed to promote personal hygiene and safety. Regular practice of evacuation drills helps the children to understanding of ways to keep themselves safe.

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

The childminder has a sound awareness of safeguarding issues and has recently completed relevant child protection training. She is aware of appropriate procedures to follow should a concern arise and keeps necessary contact numbers on file. This helps her to promote children's welfare. In addition, she has a current first aid certificate, which means she is able to act in the best interests of the children in the event of an accident. A range of policies and procedures support her daily practice. The childminder gives these to parents at the start of a minding agreement, so they are aware of her responsibilities to safeguarding children in her care.

The childminder has made some improvements to her practice since her last inspection. For example, she has completed a risk assessment to cover both the inside and outside of the premises. This enables her to identify possible safety issues and helps her to minimise accidents. For instance, children are unable to access unsuitable areas in the childminder very large garden. This promotes children's safety well. The childminder has begun to identify areas for future development, demonstrating a capacity for improvement. For example, she is seeking additional training to support her childminding practice. The childminder engages suitably with parents, and they demonstrate that they are happy with the childminder. The childminder is not currently minding any children who attend other settings or need support from other agencies. However, she understands the need to work in partnership with other settings should this happen.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	110381
Local authority	West Berkshire (Newbury)
Inspection number	813387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/10/2009
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 that are usually their 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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