

Inspection date	19/03/2013
Previous inspection date	16/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Good use is made of the indoor and outdoor environments to support children's learning and enhance their experiences.
- Children benefit from the childminder's calm promotion of their personal and emotional development, reflected in the warm, caring relationships that clearly exist between them and the childminder.
- The childminder has a good understanding of safeguarding matters and gives high priority to children's safety.
- The childminder is well motivated and enthusiastic about childminding and continually reflects on her practice.

It is not yet outstanding because

- The childminder has not created an environment rich in print, to maximise the children's understanding that words have meaning. For example, through using labelling, such as names and signs.

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 during play inside.
- The inspector sampled a range of documentation including children's records and some policies and procedures.
- The inspector also took into account the views of parents by reading references completed by them.
- The inspector spoke with the childminder at appropriate times during the inspection

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2005. She lives with her family in Wokingham, Berkshire. The childminder uses the whole of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, toddler groups, libraries and parks. The childminder can take children to and collect them from local schools. The family has two dogs, horses and some fish.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after three children in the early years age range on a part-time basis.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about words and to see print used in a variety of ways in the environment, for example, by labelling resources.

Inspection judgements

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

The childminder effectively uses her passion for the outdoors and animals to enable children to experience a stimulating and varied learning environment.

Children participate in a wide range of interesting, fun activities and experiences that enable them to learn as they play. For example, children enjoy helping feed the horses, walking the dogs and looking at the other animals in the fields. As a result, children thoroughly enjoy their time with the childminder and are making good progress in their early learning. The childminder knows each child very well and has very flexible daily plans in place which take into account each child's abilities, spontaneity, personality and interests. The childminder is very caring and supports children well in their play. She sits on the floor in the playroom with them to fully engage with them as they play. This helps children to develop their confidence and to try new experiences and activities.

Children thoroughly enjoy participating in a range of musical and singing activities. They listen, dance and move to different types of music from many different countries. This helps them develop their listening and physical skills. They readily play the guitar and keyboard and show great delight when the keyboard lights up. Through their playing of electronic instruments they develop an understanding of technology. They enjoy singing

songs together and enthusiastically ask for their favourite song, which currently is 'Daisy, Daisy'. Young children are developing their early communication and language skills well. For example, the childminder continually talks to them and asks questions while they play to extend their thinking.

Children's creativity is developing well. For example, they enjoy using play dough, crayons and paints. These activities also help them to develop their early writing skills. Children can readily access books from the playroom to help them begin to recognise words. However, the environment is not yet rich in labels and signs to fully encourage children's learning and curiosity about words. Children are beginning to develop their mathematical skills in a fun and interesting way. For example, they readily count the number of sheep and cows they see when visiting the horses. Cooking activities encourage the children to begin to be aware of quantities and volumes. Children use their imagination well. For example, they particularly like playing with the dolls, feeding them and taking them for a walk in the buggy. Visits to local woods enable children to learn about and discover nature. Children also develop their design and making skills as they have great fun building a wigwam out of the branches and sticks they find.

Children have many opportunities to mix and socialise with others. They attend toddler groups and meet up with other childminders and their minded children. These visits also enable them to meet other children, try new toys and develop their confidence. Children are beginning to be aware of the lives of others and different cultures. This is because they celebrate festivals and events with the childminder and use a range of resources such as, books and play people that reflect the wider community. Children readily help each other celebrate events in their own lives. For example, they make birthday cakes for each other.

The childminder understands how children learn and uses the Development Matters guidance document to help recognise children's stage of development. Children make good progress from their starting points as the childminder uses her observations to track their progress. This contributes in helping her identify each child's next steps in their learning. She is effectively able to identify what the children are able to do. For example, she has completed a progress check for children aged two years which includes contributions from parents. This shared learning helps ensure that children's next steps are supported consistently. As a consequence, children develop the skills and attitudes they need to move on to the next stage of their learning and eventually to school. The childminder has just started to develop partnerships with other settings the children attend. This enables her to share information and provide consistency in children's care and learning.

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

The childminder is enthusiastic and enjoys her childminding role. All children and families are welcome in her home and she quickly builds good relationships with them. Children's emotional well-being is fully fostered, as the childminder is very calm, caring and has a reassuring approach with them. Children benefit from the individual time given to them by

the childminder. They readily approach her for hugs showing how much they enjoy being with her. As a consequence, children feel safe and strong attachments clearly exist between them and her. The childminder is a good role model and children's achievements are highly praised. This helps children to begin to develop their self-esteem and confidence. The very child-orientated playroom is welcoming, secure and set out with a good range of toys and resources. Toys, including those to reflect diversity, are readily accessible to the children. This enables children to independently choose the resources they wish to use and helps to develop their decision making skills.

The childminder places a high priority on keeping children safe. Risk assessments and daily safety checks in the home ensure that children play and learn in a safe environment. Children are developing an understanding of how to keep themselves safe. For example, they are aware of safety issues when they are visiting the horses, such as not to stand too close to the horse. The childminder talks to the children about road safety when on outings and the procedures to follow when crossing the road.

Children are beginning to be aware of hygiene routines as the childminder is a good role model. For example, they all use hand gel when out in the woods or after touching the animals. The childminder also reminds them to use a tissue when they sneeze and to cover their mouths. Children are developing an understanding of a healthy lifestyle. They enjoy the nutritious home-cooked food the childminder provides for them which includes lots of fresh fruit and vegetables. Children have many opportunities throughout the day to be in the fresh air and develop their physical skills.

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

The childminder successfully implements the safeguarding and welfare requirements. She has up-to-date knowledge and understanding of child protection matters as she has completed further safeguarding training since her last inspection. She is confident in the procedures to follow if she has a concern about a child in her care. The childminder shares her policies and procedures with parents. As a result, they are fully aware of her responsibilities as a childminder and the service she provides. She maintains all the records and policies required to meet the requirements, including accident, medication and attendance records.

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage, including the learning and development requirements. She demonstrates a secure knowledge of the areas of learning and how to promote children's learning and development through play and exploration. She uses her many years of experience of being a childminder to provide children with a fun and stimulating environment. This also helps the children develop their skills for the future and their next stage in their learning.

The childminder is dedicated to providing the best service possible for parents and their children. She continues to update her knowledge by attending further training and

meeting up with other childcare professionals to share ideas and knowledge. The childminder has implemented a range of systems to monitor and review her practice. These help her to identify areas for further development. For example, to continue to build on partnerships with other settings the children attend.

The childminder develops strong, supportive and trusting relationships with parents. She verbally shares information daily and electronically sends parents copies of their child's learning journals. This ensures that parents are aware of how their child has spent their day and the progress they have made. Parents make many positive comments in their references. These include how they completely trust the childminder as she looks after the most important person in their lives. They appreciate the care and education provided, and how happy their children are in her care.

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	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 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 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	EY320348
Local authority	Wokingham
Inspection number	815069
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	16/09/2010
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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