

<b>Inspection date</b>	03/12/2014
Previous inspection date	11/02/2009

<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 happy and confident in the childminder's care because she has developed strong trusting relationships with them.
- Teaching is good because the childminder has a secure knowledge of how children learn. She uses observation and assessment well to identify children's next steps for learning, and plans purposeful learning experiences that meet their needs.
- The childminder has a clear understanding of her responsibility to safeguard children. She has a secure knowledge of child protection procedures and maintains an environment that is safe.
- The childminder demonstrates good capacity for continuous improvement. She reflects on her practice, and obtains the views of both parents and children to evaluate her setting, and effectively identify areas for improvement.

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

- The childminder does not always make the most of opportunities to extend children's thinking, for example, by routinely using questions that encourage children to respond with more than 'yes' or 'no'.

## 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 the childminder's interaction with the children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder, and checked samples of policies and other records.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all users.

## Inspector

Melissa Cox

## Full report

### Information about the setting

The childminder registered in 1983. She is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and grown up daughter in Thatcham, Berkshire. The whole of the property is used for childminding and is readily accessible. There is an enclosed garden for outside play. There are currently five children on roll, of whom three are in the early years age range. The family have a pet dog.

### 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 critical thinking skills by, for example, using different teaching strategies and questioning techniques, to consistently help children to express their thoughts and ideas.

### Inspection judgements

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

Children make good progress because the childminder provides a varied educational programme that offers interest and challenge across the seven areas of learning. Children's progress is monitored well, through an effective observation and assessment process. Parents are provided with regular summaries of their child's development, so that they share in their child's learning experience and extend learning at home. The childminder successfully identifies appropriate next steps for children's learning and plans purposeful learning experiences to support their progression. She completes the progress check for children aged between two and three in partnership with parents. She has a good understanding of the steps to take if children develop below or beyond their expected age and stage of development.

The quality of teaching is good because the childminder provides children with a wide range of interesting and challenging activities that match children's needs. She interacts well with children and supports their persistence in activities by extending their play. For example, children choose to play a board game. The childminder supports an older child to name the colours and a younger child to match the colours as they go. She then encourages an older child to count the shapes. She supports him to work out that he has four and she has six. They work together on their problem solving to see how many more they need to make it equal. The child responds quickly because this has been previously modelled to him by the childminder and, consequently, quickly selects two more counters. During this game she also supports and praises a younger child for waiting her turn, throwing the dice and matching the colours by placing them on the cards. The sensitive

support given is differentiated to meet the needs of each child, and ensure that they enjoy the game at their own level while being challenged in their learning. Therefore, children have positive attitudes towards their learning and develop well.

The childminder provides sensitive support for children's developing communication and language skills. She listens carefully and understands children's early words so that she can reinforce their learning by repeating key words and phrases. Children access wide range of story books and enjoy sitting snuggled up with the childminder reading a favourite story. The childminder starts the story but pauses for the child to add in the rhyming words that make up the storyline. They talk about the pictures and the childminder is attentive and interested in what children have to say. Consequently, children are eager to share their thoughts and ideas with her. However, on occasions, the childminder misses opportunities to further extend children's thinking through the use of questioning that encourage them to think before answering, and sometimes jumps in too soon with the answer. For example, children are experimenting with the weighing scales as they scoop and measure coloured rice. A child scoops the rice into a tub and places it on the scales. The childminder in her haste to support him, places the weights on the scales rather than allowing him time to balance and work out how many weights are needed to make it evenly balanced. Nevertheless, the childminder provides children with such a good balance of direct teaching activities and child-initiated play that they are well supported in developing the necessary skills so they are well prepared for school.

The childminder works closely with parents and keeps them well informed of children's learning. She shares daily diaries and development information, as well as having frequent conversations with them. As a result, parents have a clear understanding of their child's progress. The childminder and parents share information about children's interests and preferences and, consequently, their needs are met well and parents are supported to guide their children's learning at home. As a result, children develop positive attitudes towards learning and are prepared well for school.

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

The childminder provides children and parents with a welcoming environment, where children are happy, confident and independent. Close partnerships are established with parents during the settling-in period, during which there is an effective exchange of information. Consequently, the childminder provides care that is precisely tailored to meet children's individual needs. Children's emotional well-being is clearly supported by the routines of the day. She adapts her routines to meet children's needs. For example, she organises outings and activity groups at appropriate times to ensure children fully benefit from them. Resources are easily accessible and well suited to the ages of the children and carefully matched to their individual interests. This good organisation of the environment and daily routines enables children to develop independence, and have sustained time to concentrate and engage in activities. This promotes a shared and consistent approach. As a result, children are happy, settled and develop secure attachments.

The childminder is caring towards children and has good strategies to manage their

behaviour. Children's understanding of the behaviour expectations is clear and they are eager to please the childminder by demonstrating positive behaviour. The childminder is very kind and often praises children's achievements to motivate them to behave well. They respond well to the childminder's calm and consistent approach. She effectively challenges children's skills and teaches them about personal safety. Children have good opportunities to be socially active and regularly play in large groups. Overall, children are emotionally well prepared for the move into other early years settings and schools.

The childminder promotes healthy living, and works with parents to ensure that meals provided for children are healthy and nutritious. The childminder is aware of her responsibilities when administering medicine and dealing with accidents, and she holds a valid first-aid certificate. Children learn about healthy eating practices well through books, discussions and information posters. She provides them with regular drinks and plenty of activities and exercise outdoors. The childminder models and promotes good hygiene routines with children as she encourages hand washing and ensures older children are clear about the reasons why. This helps them to develop an early awareness of healthy lifestyles. The childminder plans daily outdoor activities to ensure children develop their physical skills and enjoy the fresh air. For example, children visit the park where they learn about nature, enjoy playground equipment and explore large open spaces. Children regularly visit drop-in groups in the local area, where they develop positive relationships with people outside the setting. They enjoy playing together and make friendships with other children, as they initiate conversations, negotiate plans and share ideas. She has good links with local schools and actively participates in settling children into their new routines and experiences at school.

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

Children's safety is well promoted because the childminder is knowledgeable of the safeguarding and welfare requirements. She has a good understanding of safeguarding procedures because she attends regular training. She has a clear safeguarding policy, which provides guidance on the safe use of mobile telephones and cameras and conducts effective risk assessments for her home and outings. This means that she minimises hazards and maintains a safe environment for children. The childminder's documentation is very well organised and this underpins her practice well. As a result, children are kept safe and protected from harm.

Children are motivated, as they take part in meaningful learning experiences, tailored to their individual needs. The childminder monitors the curriculum and tracks children's development in all areas of learning, as they make good progress towards the early learning goals. The childminder monitors children's progress well and has a good awareness of their abilities and skills. She uses assessments of children's progress to identify aspects of learning where individual children may need extra support. She understands the importance of working with parents and has procedures in place to liaise with other professionals to provide additional support for children's needs. There are good links with local children's centres, and the childminder demonstrates good capacity to

identify and support children's emerging needs promptly.

Self-evaluation is good. The childminder monitors her practice to ensure continuous improvement so that children benefit from rich learning experiences. She attends regular training and meets with other providers to discuss practise issues in order to drive forward continuous improvement to the service she provides. The childminder reflects on her own strengths and weaknesses by completing a thorough self-evaluation process. She seeks the views of parents, children and other professionals to support her practice. She has successfully addressed the recommendations at her last inspection. As a result, developments are relevant and meet the needs of the families who attend.

Partnerships with parents are highly effective and strong. The childminder takes time to get to know the families and keeps them fully informed about their children's day by means of verbal communications at drop off and collection times for all children. Parents comment very favourably. They state that, 'We love that our child is looked after by someone who shows him the loving care we would expect from a close family member.' This is evident in the loving, caring relationships that each family has with the childminder. Further information such as learning journals are also shared with parents, who are encouraged to include their own comments and observations. This supports a very good two way flow of information to support care and learning. The childminder regularly meets with staff at local schools and nurseries to share information and ensure that activities at her setting are linked to the topics at nursery. Overall, children benefit from a very good standard of care and education. They are provided with a good start in life and support that enables them to fulfil their potential.

### **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

<b>Unique reference number</b>	110520
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	839717
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/02/2009
<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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