

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 secure knowledge and understanding of how to promote children's learning and development and makes regular use of learning and development guidance to identify and implement most next steps for children's learning.
- The childminder has a caring and patient approach and provides children with a positive role model.
- The childminder completes regular observations and assessments of children's individual abilities, including progress summaries for children aged two to three years, which are shared with parents.
- Children are fully included in everything on offer, because the childminder encourages them to learn together and from one another.
- The childminder works hard to capture children's interest and improve their ability to concentrate during activities, through her own positive involvement.
- Children are provided with a good range of accessible indoor and outdoor resources that are appropriate for their age and stage of development and promote their independence within their play.

It is not yet outstanding because

- The childminder has not yet developed strategies with parents to help children accept the needs of others, take turns and share resources.

- The childminder does not always promote children's ability to persist with activities and be proud of their achievement, for example, by helping them to become aware of their own goals, make plans, and to review their own progress and successes.

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 observed activities in the two main downstairs rooms and the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector gave feedback about the inspection findings and the inspection outcomes.

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner, sister and her two children, in Sandhurst, Berkshire. The premises are close to shops, parks, schools and public transport links. The kitchen, sitting room, bathroom and one of the bedrooms are used for childminding purposes. There is a garden available for outside play. The family has pet cats. The childminders provision operates from Monday to Friday, and some weekends, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both of whom are in the early years age group. The childminder also offers care to children aged up to 11 years and overnight care. She collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- develop strategies with parents to help children accept the needs of others, take turns and share resources
- promote children's ability to persist with activities and be proud of their achievement, for example, by helping them to become aware of their own goals, make plans, and to review their own progress and successes.

Inspection judgements

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

Children's learning is promoted well, because the childminder pays attention to how they engage in activities, and stimulates their interest through shared attention. Consequently, children are beginning to focus on activities for short periods of time. For example, she puts on music that inspires them to use instruments, such as maracas, which they shake with enthusiasm. In the short time that children have attended the provision, they have generally made good progress in relation to their developmental

starting points. The childminder meets with parents before she starts caring for children and seeks information about children's individual abilities. She has a good knowledge of children's individual progress and development and makes regular use of learning and development guidance to identify and promote most next steps for their learning. The childminder works hard to capture children's interest and improve their ability to concentrate during activities through her own involvement. Since registration, she has updated assessment records and provided parents with a summary of children's development. Consequently, children's strengths and most future aims for their development are well known and agreed.

Children show good control of their movements as they climb into the garden swing independently, ride scooters and use wheeled cars. Children improve these skills through outings to soft play facilities, where they run, crawl and jump. The childminder is attentive to children's personal needs and provides them with support when needed. Children listen to others during their play, when conversation interests them. For example, when playing imaginatively and pretending to be doctors and patients. They communicate well and can use simple sentences to ask a variety of questions during everyday events. Children listen to stories with increasing attention, use the pictures to interpret the stories and identify the action of the characters. They are beginning to respond to simple instructions during everyday events, for example as they are encouraged to find their coats and wellington boots before playing in the garden. Children talk about things they observe in the natural world. For example, they visit a local garden centre and choose plants to dig into the childminders garden. Children explore a range of media and materials and different textures. For example, as they make necklaces from pasta, using pens, glue and glitter. The childminder promotes children's ability to describe different textures as she introduces words, such as 'squidgy', 'cold' and 'soft'.

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

Children show good independence within their play because the childminder makes resources easily accessible at child height. For example, she sets up paper and crayons and modeling dough in the kitchen, which children use during their play. Children are generally well behaved and are encouraged to co-operate with others. The childminder has a very patient approach and quickly intervenes when there are any issues, which means children are beginning to listen and co-operate. However she has not yet developed strategies with parents to maintain a unified approach to managing children's behaviour. Consequently, children sometimes find it difficult to accept the needs of others take turns and share resources. Children are provided with healthy meals and snacks by their parents and are beginning to learn to sit at the table during mealtimes. They are protected from the risk of cross infection, as the childminder follows good hygiene practice. Children are provided with a good range of indoor and outdoor play equipment that is appropriate for their age and stage of development. For example, they particularly enjoy playing on the childminder's garden swing, using the wheeled toys and exploring the numerous different items in a treasure basket. Children show interest in

using resources. However, the childminder does not always extend children's ability to persist at activities by helping them to become aware of their own goals, make plans, and review their own progress and successes. Consequently, the opportunities for them to be proud of their achievements is limited.

Children are beginning to develop an understanding of their own safety. For example, as they take part in fire evacuation practises. The childminder promotes this understanding, as she responds to their questions about the lollipop person they see outside school.

Children are fully included in everything on offer, because the childminder encourages them to learn together and from each other. For example, she provides resources that all children can use together, where children catch butterflies in small nets. Children's awareness of diversity is promoted through resources that reflect positive images. For example, books, dolls, a Chinese fan and Spanish clothing. The childminder has researched information about a wide range of different cultural and religious festivals, which she plans to implement throughout the year.

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

The childminder has a good knowledge and understanding of child protection procedures approved by the Local Safeguarding Children Board and understands her responsibility to protect the welfare of the child. She supervises children well and makes effective use of a daily check list and visual risks assessments to maintain their safety. Since registration, the childminder has started to provide occasional overnight care for some children on roll. Consequently, she has reviewed the sleeping arrangements, created a policy for overnight care that is shared with parents and sought their written permission for washing and bathing procedures.

The childminder uses self-evaluation processes to make some on-going improvements to the provision. For example, since registration, she has organised play equipment in separate boxes so it is more accessible to the children. In addition, she has obtained more art and craft materials and multi-cultural toys, which help to promote children's learning. The childminder uses her observations of children's progress to monitor and revise the educational programmes to ensure that they have sufficient depth, breadth and challenge, and meet children's individual needs and interests. For example, she provides a range of activities that are beginning to promote children's co-operation, participation and ability to persist with activities. There are currently two children on roll who attend other early year's settings and school. The childminder is aware of the need to work in partnership with other provision that children attend. Therefore, she has made contact with staff in a pre-school and school and arranged to meet and discuss children's progress and learning priorities. Consequently, children's care and learning, is likely to be promoted, taking account the short time they have been in the childminders 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
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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	EY442690
Local authority	Bracknell Forest
Inspection number	797832
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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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