

Inspection date

Previous inspection date

12/11/2012

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

- Children are happy and settled. They develop an extremely positive bond with the childminder who continually interacts well with them giving them her time and attention. This effectively promotes their personal, social and emotional development.
- The childminder plans a range of experiences for children to participate in and makes very good use of the outdoors and the neighbouring environments to enable children to develop a healthy lifestyle and learn about the world and local community they live in.
- Children enjoy a well-organised learning environment. They have access to a wide range of resources and equipment and children confidently make their own choices during play.
- Parents are fully involved in all aspects of children's care and learning. They are provided with detailed information about their child's learning and progress.

It is not yet outstanding because

- Photographs of family members or familiar objects are not used to help children begin to show an interest in books and to promote their early communication skills.

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 and interaction between the childminder and children during play inside.
- The inspector also took into account the views of parents through reading references provided by them.
- A range of the childminders' policies were viewed and children's records and learning journeys.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children in Bracknell, Berkshire. The childminder uses the downstairs of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, parks and toddler groups. The childminder can take children to and

collect them from local schools. The family have a pet dog and two hamsters. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is not registered to provide overnight care. She is currently looking after three children who are within the early year's age range on a full and 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:

- extend children's interest in books and further support their early communication skills by making family books using photos of family members, significant people in the child's life and familiar objects.

Inspection judgements

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

The childminder has a secure knowledge of the Early Years Foundation Stage and the seven areas of learning. She has taken great care in planning and provides a stimulating and exciting learning environment for children, both indoors and out. The childminder obtains information from parents regarding their child's characteristics, abilities and their starting points. This enables the childminder to put in place flexible plans, which provide children with interesting and challenging experiences and activities. As a result, children are making good progress with in their early learning and development. The childminder has implemented an observation system which highlights children's progress under the Development Matters guidance and the prime and specific areas of learning. She clearly identifies the areas of learning that she is concentrating on with each child, records their progress and identifies their next step.

The childminder totally involves parents in all aspects of their child's learning and development. For example, discussing with them how they can continue their child's development home and the specific areas she is working on with their child. Parents comment positively on how this helps them to promote their child's learning and development at home and they appreciate her sharing her knowledge with them. The childminder is not currently caring for a child who will require a two-year progress check but she has identified this as an area for further training.

Children are supported very well by the childminder who devotes all her time and attention to them. For example, she sits next to them on the floor when they are playing

offering support, guidance and extending their learning. Children are developing their communication skills as the childminder continually talks to them and helps them to begin to name items they are playing with. However, photographs of their families and familiar objects are not available to encourage young children to recognise and begin to say the names of family members and develop further their interest in books. Children's early mathematical skills are developing well as the childminder uses everyday events to encourage children to count and recognise numbers. For example, counting the number of chicks in the story and singing number rhymes together. Children have many opportunities to explore and develop their senses as the childminder encourages them to look for hidden animals in the scented shaving foam or in the cornflour mixture. Children learn about nature, the environment and the local community as they go on a variety of outings with the childminder. These include woodland walks where children readily explore, collect leaves and look for squirrels.

The childminder provides an inclusive environment for the children attending. Children readily participate in a range of festivals and events. For example, they enjoyed making red poppies using their hands and red paint for Remembrance Day. Although the childminder has no children on roll who have Special Educational Needs or English as an additional language through discussions she identified how she would help the children and if required liaise with other professionals.

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

The childminder takes good care of all the children, she is very aware of their specific needs and requirements. Children's personal, social and emotional development is promoted well as the childminder consistently praises them for their achievements, regardless of how large or small. She is calm and affectionate in her dealings with them and acts as a good role model. Children readily approach her for cuddles and hugs. This demonstrates how happy, safe and the secure bonds they have in place with her. The young children have developed good relationships with each other and play alongside each other taking turns when required. The childminder uses effective strategies to help the young children to begin to understand about their behaviour. For example, reminding them not to throw the toys and to put them gently back in the basket.

The childminder places a high priority on keeping children safe. She has a comprehensive range of risk assessments in place and she completes daily safety checks which she displays for parents to see. Children are beginning to be aware of safety issues and their own safety. This is because the childminder gently reminds them of safety issues as they play and through practising the emergency fire evacuation procedures with her. The childminder is a good role model for the young children helping them to begin to be aware of hygiene routines. For example, she uses hand gel after wiping their noses. Parents provide the meals for their children and the childminder works in partnership with them to ensure the meals are healthy and nutritious.

Children can readily access a wide range of bright and stimulating toys and resources as the childminder ensures they are readily accessible. This enables them to develop their

confidence and decision making skills. The childminder ensures the resources provided support children's development and help prepare them for the next stage in their early learning. The childminder demonstrates a secure understanding of how to support children through transitions to other childcare settings or schools. Children are developing their physical skills in a variety of ways. These include supporting children who are learning to walk by holding her arms out encouraging them to walk towards her. Children have many opportunities to develop healthy lifestyle as they play outside in the fresh air, go on regular walks and visit activity play centres.

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

The childminder has a secure understanding of her responsibility to meet the welfare requirements of the Early Years Foundation Stage. The wide range of written policies and procedures in place are followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding of the procedures she would follow should she have a safeguarding concern about a child in her care. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She has a secure knowledge of the characteristics of effective learning to support young children to develop and learn while they play. Plans in place are suitable, relevant and encourage children's early curiosity to try out new activities and experiences.

The childminder provides a welcoming and child orientated home for the children. She has effective procedures in place to enable children to settle when they first come to her. These include settling in visits with parents. She is aware to liaise and work in partnership with other settings and professionals if required to support children's development and care. However, currently the children in her care do not attend other settings.

The childminder develops strong and trusting relationships with parents. Information is shared daily to meet the needs and requirements of the children. Parents make many positive comments in their reference letters. These include how calm and caring the childminder is, how happy their children are in her care and the variety of activities offered. All parents would highly recommend her. The childminder adopts a professional and passionate approach to her role as a childminder and works hard to ensure that children are well cared for and provided with a good range of play and learning experiences. She demonstrates a strong commitment to continued improvement as she attends relevant training and is committed to ensuring she is up to date with current requirements and guidance. The childminder effectively monitors and reflects on her practise which helps her to identify her strengths and areas for further development.

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	EY408346
Local authority	Bracknell Forest
Inspection number	724905
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
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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