

Inspection date

Previous inspection date

04/09/2012

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 very relaxed and at ease when they first start at the provision. They quickly feel part of the childminder's family, due to the good settling in procedures established with parents.
- Children show enthusiasm for learning, due to the childminder's positive approach and good knowledge of their individual abilities and achievements.
- The childminder has a good knowledge of current learning and development guidance. She effectively promotes children's learning through good communication and interaction.
- Children enjoy a good range of experiences, activities and outings. These help them learn about the world and develop social skills.
- Children play in a welcoming and well organised learning environment where they are very happy and settled.

It is not yet outstanding because

- Strategies to engage parents in their children's learning have not yet been fully developed.
- Not all aspects of the expressive arts and design educational programme have been fully implemented.

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

- Two children present during the inspection
- Parents not interviewed as part of the process
- Documents inspected in relation to new EYFS regulations and guidance
- Discussions with children and the childminder and observation of practice throughout the inspection

Inspector

Catherine Greenwood

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children in Sandhurst, Berkshire. The childminder uses all areas of the house for childminding. There is a garden available for outdoor play. The childminder has a small dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range. The childminder takes and collects children from local schools and nurseries. She attends

local toddler groups, library and parks.

What the setting needs to do to improve further

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

- Strengthen the systems used to engage all parents in their children's learning in the setting and at home
- Extend the opportunities for children to find ways to represent and develop their own ideas, by making a wider range of media and materials accessible for them to explore colour, texture and space.

Inspection judgements

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

Children make good progress in relation to their developmental starting points. They are motivated and enthusiastic during their play. This is due to the childminder showing interest in everything they do. The childminder supports children's interests and respects their efforts and achievements. She ensures that children have uninterrupted time to play and explore. She adopts a flexible approach to activities and outings and takes account of how children feel; for example when visiting toddler groups. The childminder has a good knowledge of the progress that children make. She identifies on-going achievements in all areas of their development, for example, as they overcome personal fears. The childminder completes detailed observations of children's developmental achievements and records them in a learning journal and daily diary. She shares these with parents and they are encouraged to contribute information about their children's well-being. However, this process does not include observations of children's learning at home, which restricts continuity in their care and learning. The childminder can quickly identify where some children excel in an area of learning and adapts her communication accordingly. For example, when children show interest in letters of the alphabet and numbers she encourages and extends this.

Children have good opportunities to negotiate space and use large equipment during outings. They show enthusiasm, as they move freely around the childminder's home, between the inside and outside areas. Babies are beginning to develop control of their movements as they pull themselves up on furniture. Children develop good communication skills, due to the childminder's positive interaction in their play. She encourages babies to make animal noises and say the names of family members, as

together they look at photographs displayed on the kitchen wall. Children are keen to talk about their discoveries and name favourite objects, for example, as they play with small world toys, such as a motorbike. Some children are beginning to recognise and read their name. The childminder encourages this by writing a welcome message on a chalk board. The children show enthusiasm, as they then use the chalks to make marks. Children learn about the wider world through a variety of experiences and outings. For example, they hold baby chicks hatched in an incubator and make boats from recyclable materials which they float on a local stream. They collect materials from local woodland areas and ride on miniature steam trains. Children explore a range of materials such as gloop, water, jelly and modelling dough. They play imaginatively with role play resources such as dressing up clothes and small world toys. However, they do not always have access to a range of media and materials for them to independently explore colour, textures and space. This limits the opportunities for them to represent and develop their own ideas.

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

The childminder meets children's individual care needs effectively. She prepares nutritious meals and snacks that meet their individual dietary needs. The childminder makes homemade dishes, which she adapts for children who are vegetarian. She protects them from the risk of cross infection and follows good hygiene practices. A sample from a parent questionnaire says 'our child is kept clean and dry and we are very happy with the number of nappy changes. Thank you for recommending and buying the nappy rash cream that was much more effective than the one we had been using'.

Children form positive and close relationships with the childminder and are very happy and settled. They enjoy being together and are happy to share the resources and the childminder's attention. This applies to all children, even those who have only attended for a few days. The childminder has clear aims for children to learn from each other, be included and enjoy each other's company. Children show independence and enthusiasm for learning, as they move around the play areas and make their own discoveries within the childminder's home. They separate easily during outings to toddler groups, because the childminder stays near to them so they feel reassured. Children are well behaved. This is due to the childminder's consistent approach and the positive environment she creates. She dedicates her time to making learning fun and provides activities and resources that capture children's interest. Consequently, children play cooperatively alongside each other. Children are inspired during their play, due to the well organised environment that includes a good range of accessible resources. They develop independence as they freely choose to move between the two play areas and garden.

The childminder effectively promotes the children's understanding of diversity. For example she talks about their recent experience of seeing the Paralympics. Children also have access to resources, such as books and dolls that reflect difference. The childminder plans activities that encompass different celebrations, for example, children make lanterns, use chop sticks and eat prawn crackers for Chinese New Year. Children learn effectively about their own safety. For example, on outings, the childminder draws their attention to

potential hazards and discusses road safety with them.

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

Since registration, the childminder has completed additional training related to the revised Early Years Foundation Stage. This has helped her to develop a good knowledge of the characteristics of effective learning and implement most of them within her childminding practice. The childminder says she enjoys the challenge of training and wants 'to be the best she can be'. She pays close attention to how children engage in activities and shows interest in their discoveries and achievements. The childminder provides children with a positive role model, through her own enthusiastic involvement in their play and maintains a consistent approach that reflects good practice guidance. She uses her observations of children's play and developmental progress to monitor and deliver activities, according to children's changing needs.

The childminder makes good use of self-evaluation. She acts on parents' suggestions for changes to the provision and seeks their views about the care of their children. She does this through the use of questionnaires and regular discussions. The childminder operates an open door policy, inviting parents to contact her at any time during the day to check on the well-being of their children. Parents' comments show they are happy with the provision. For example, they say 'my child has settled in brilliantly to daily life with you and we are delighted with the childcare provided'.

The childminder has a good knowledge of safeguarding procedures and the action to take if she is concerned about a child. She discusses these procedures with parents and gives them a leaflet that provides information about her role in safeguarding children's welfare. The childminder keeps children safe and secure and has a good knowledge of how to complete thorough risk assessments of her premises and outings. She can clearly identify potential hazards and the action to take to reduce them. For example, she is vigilant about supervising the children when they are using the garden tree house. The childminder knows to share information with other early years provision that children attend. For example, if a child has been attending another provision she obtains observation records and talks with the previous provider. The childminder understands the importance of this as a way to enhance her knowledge of children's developmental starting points.

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	EY442234
Local authority	Bracknell Forest
Inspection number	785774

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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