

Inspection date

10/01/2013

Previous inspection date

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, settled and secure in the childminder's care. They have a warm bond with her.
- Children have access to a broad range of toys and activities which support their learning across all seven areas. The childminder plans for their individual needs effectively and as a result they are making good progress.
- The childminder has an effective understanding of the learning and development requirements. Partnerships with parents and others sharing care of the children are well established. Consequently children's continuity of learning is good.
- Policies are shared with parents so they understand the procedures which keep their children safe and support their well-being and health. They receive timely information about their children's welfare and development.

It is not yet outstanding because

- The childminder plans effectively across all areas of learning; however opportunities to learn about the wider world using the outdoor environment are fewer.

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 children interacting with the childminder and in their play.
- The inspector sampled the childminder's documentation and children's development records.
- The inspector took account of parents responses to questionnaires and letters of reference.
- The inspector engaged in conversation with the childminder and the children.

Inspector

Aileen Finan

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their three children in Bracknell, Berkshire. The childminder uses the downstairs of the house for childminding. She 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 has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are five children on roll within

the early years age group. Of these children three also attend school on a full-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 outdoor learning to for example a) explore puddles, trees, pebbles, sights, sounds and smells b) play hide and find games and c) look at children's photos of favourite places, in order to further support children's growing curiosity of the wider world and their physical development.

Inspection judgements

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

Children enjoy their time with the childminder who interacts with them positively. They flourish and benefit from a wide range of resources and play activities which overall support their development across all seven areas of learning. These activities offer children stimulating and interesting experiences which they are eager to join in with.

Children are keen to learn actively. For example, role play experiences such as shopping games help children build relationships with one another, be imaginative and promote language and communication. Children are happy to initiate their play. They laugh together as they pop puppets on to their hands and later on to fingers. The childminder uses effective eye contact and verbal language to make the game enjoyable and help children to focus and stay motivated in the play experiences. They can easily select their toys and resources which are age appropriate and therefore fully support their development. However, there are fewer planned activities which encourage outdoor learning and further extend children's physical skills, exploration and curiosity. For example, exploring senses outdoors and looking at photographs of favourite places. Nevertheless, children enjoy playing and exploring and are making strong steps in the acquisition of their communication and language skills as well as their physical development. As a consequence they are building upon the important skills they will use in the future and the next stage in their learning.

The childminder has a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is able to demonstrate a thorough knowledge of the progress children are making and how she plans activities to meet their growing individual interests and needs. She has a good understanding of children's backgrounds and their starting points. Her regular

observations and written assessments show the progress children are making across the seven areas of learning. Regular and consistent opportunities are in place to share children's progress with parents. There are highly effective partnerships with others sharing the care of children, which consequently support children's continuous development and enable the childminder to plan for any gaps in children's learning.

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

Children are happy and settled. The childminder provides a stimulating, well-resourced and welcoming environment. Consequently children are content in her care and enjoy their play. They have warm relationships with the childminder and her children. Children have regular opportunities for outside play including walks and visits to the park, as well as playing in the secure garden. Therefore children benefit from plenty of fresh air and exercise. Children behave very well. They understand their routines and cooperate with these happily. The childminder understands children's individual needs such as nap times and adheres to these. Children are confident to seek her reassurance and support in their play.

Children enjoy healthy snacks and meals provided by parents or the childminder but following the healthy eating policy. She works with parents to help children try new tastes and enjoy a range of food types. Therefore children start to understand the benefits of healthy eating. Children demonstrate awareness of their own hygiene routines, for example knowing about washing hands prior to eating. The childminder completes nappy changes appropriately to eliminate the risk of cross infection. The childminder is a good role model who promotes children's well-being and independence. She listens to what children say and communicates with them effectively. As a consequence children are ready for the next stage in their learning.

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

The childminder has a thorough understanding of the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She acknowledges her responsibilities to safeguard the children she cares for and understands the procedures to take should she have a concern about a child. The childminder has completed safeguarding awareness training to further enhance this knowledge. The childminder holds a current first aid qualification and has completed food safety training. She has completed her pre-registration course. Parents understand her policies and procedures which promote children's health, safety and well-being. Regular newsletters keep parents informed about day-to-day practice. The childminder carries out risk assessments for the home and outings to further support children's safety.

The childminder delivers engaging activities which take into account children's abilities. She has a good understanding of their backgrounds and interests through effective communication with parents and other partnerships. The childminder assesses and

monitors children's achievements securely. As a result children enjoy well planned and exciting opportunities which help them to actively engage in their play and support their acquisition of language, their confidence and self-awareness. The childminder regularly feeds back to parents about children's accomplishments and progress. Therefore they receive timely and up-to-date information about their children's development. Parents are extremely positive about the care their children receive. The childminder has established strong links with others who share the care of the children, for example pre-school and school staff. She uses these partnerships to fully promote continuity in children's learning. Overall, as a consequence, children are making extremely good progress in relation to their starting points. They are developing securely within the typical range for their age groups.

The childminder has evaluated her practice and is motivated to secure her own improvement. She seeks the views of parents and children to help her assess her provision of care. She is confident to acknowledge her strengths, has well planned targets for the future and demonstrates a strong capacity for her continuous improvement.

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	EY449885
Local authority	Bracknell Forest
Inspection number	809497
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	5
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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