

Inspection date

Previous inspection date

22/01/2013

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 provides a welcoming and inclusive environment. As a result, children have close and warm relationships with her enabling them to feel confident, safe and secure.
- The childminder provides children with many opportunities to participate in a range of role play situations. This helps them to develop their confidence and imaginative skills through play.
- The childminder builds good, supportive relationships with parents, which contributes effectively to children's learning and development.
- The childminder has a secure understanding of the safeguarding and welfare requirements, which she implements well to support children's health, safety and well-being.

It is not yet outstanding because

- The childminder does not always provide babies with a wider range of resources for them to explore and learn using all their senses.

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 viewed a range of documentary evidence including the children's learning journeys and the childminder's records.
- The inspector took into account the views of parents by reading questionnaires completed by them.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Anne Faithfull

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two children in Bracknell, Berkshire. The childminder uses the whole of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, toddler groups, libraries and parks. The childminder can take children to

and collect them from local schools. The family has a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after two children who are in the early years age range on a 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:

- provide a range of resources and experiences, for example, through treasure baskets to enable babies to learn using all their senses.

Inspection judgements

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

The childminder has a good understanding and a secure knowledge of how children learn effectively as they play. As a result, she enables all children in her care to make good progress in relation to their starting points. The childminder provides children with a variety of planned and child led activities linked to their interests. These effectively promote children's development in all areas and help them to move onto their next stage of learning and development. For example, children enjoy participating in role play activities. They readily pretend to make food for the childminder and make a boat out of a large toy storage box. The childminder effectively extends their learning by asking relevant questions about the food they have prepared. These activities and conversations help the children to develop their communication skills and promote their early imagination.

The childminder is very well aware of each child's interests. She effectively uses babies' interests in loud sounds and musical resources to motivate and engage them. Babies show great delight and reach out to touch the rattles and shakers she holds in front of them. The childminder effectively uses unexpected events to promote children's learning. For example, they readily go outside in the snow to paint the snow green as they are learning about their colours. The childminder also uses the snow to help them to develop their senses as they feel the snow and talk about how cold it is. However, she provides fewer opportunities overall for babies to begin to develop their senses and explore a range of natural resources. The childminder is very caring and supports children well in their play. She sits on the floor with the children to fully engage and play with them. For example, she responds to children's requests to talk quietly as their baby is asleep. She uses

everyday events successfully to encourage children's early understanding of number and colour. For example, they count the number of red cars they see on their walks.

The childminder takes children on regular visits to toddler and childminding groups, which enable them to play and socialise with others. Children are beginning to develop an understanding of responsibility and caring for others as they thoroughly enjoy helping the childminder and the babies in her care. The childminder encourages the young children to develop positive attitudes towards diversity and equality. For example, celebrating events in their lives, festivals and using a range of resources from different countries.

The childminder works effectively in partnership with parents to support children's individual needs. She finds out as much as she can about babies and children before they start so the children become familiar with the her and the home environment. The childminder records the observations she makes on the children and effectively uses the observations to identify where a child is in their learning and to plan for their next steps. Each child has a learning journal which includes the observations she makes and photographs. The childminder uses a variety of ways to update parents on their child's progress, such as through discussion, the daily diary and electronically. This sharing of information enables parents to continue to support and encourage their child's learning and development at home. The childminder has a good understanding of how to implement the required progress check for children aged two years and has already completed and shared a report with parents. This helps to inform them of their children's progress and areas for development. Parental comments included in the report state how very informative they found the report to be. They also stated how very pleased they were with the progress their child had made in her care.

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

The childminder provides a warm and friendly environment where all children feel welcome and valued. The childminder enthusiastically transforms her lounge each day into a child orientated playroom and where she displays the toys and resources attractively. As a result, children are able to independently make choices about where in the room they play and the resources they wish to use. Individual children's needs and preferences are met as the childminder gathers and records information from parents about their children's welfare and care routines. Children's emotional well-being is fully fostered as the childminder is very calm, caring and has a reassuring approach with them. Her approach also helps to prepare children for future transitions, such as to other settings or school. She takes time to give each child individual attention so that they feel a sense of belonging and valued. Children clearly enjoy spending time with the childminder and have formed warm and trusting relationships with her. Children receive regular praise and encouragement, which effectively builds their confidence and self-esteem. Babies respond to her facial gestures with babbles and smiles demonstrating how safe and secure they feel in her care.

Children develop an understanding of healthy lifestyles. The childminder provides

nutritious snacks and meals, including fruit, which meet children's individual dietary requirements. Babies are fed their bottles and food in a secure, comforting way and at their pace. Older children can choose and access a fruit snack when they require as the childminder makes sure the fruit bowl is always accessible to them. Children enjoy walks each day with the childminder and her dog in the local community, which helps to ensure children have daily opportunities to be in the fresh air. These activities also promote children's physical development. Children are learning about good hygiene practices as they routinely wash their hands after visiting the toilet and before eating food.

The childminder gives a high priority to children's safety. She undertakes safety checks twice a day and she has a range of risk assessments in place for outings and her home. This ensures children remain safe in her home and on outings. Children are beginning to be aware of their own safety through everyday routines and outings such as, road safety procedures. The childminder also regularly activates her fire alarm. This ensures babies and young children are beginning to be aware of the noise and what it means.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has developed policies and procedures to follow, which underpin her service and help ensure the well-being of the children. The childminder shares these with parents so that they understand her responsibilities. The childminder has recently completed further safeguarding training. As a result, she has a secure and up to date understanding of safeguarding issues and the procedures she follow in the event of a concern about a child in her care. The childminder is confident in her knowledge of the learning and development requirements. She has effective systems in place to monitor and observe children's progress. She effectively uses the observations she makes to plan flexible, relevant and stimulating activities. These encourage children's early curiosity to try out new activities and experiences. The activities also help them to learn in a homely environment which the childminder adapts and caters to meet all of their individual needs.

The childminder has strong relationships with parents and actively seeks their feedback about the service she provides through daily discussion and questionnaires. Parents' responses are highly positive about the quality of care and learning their children receive. They also comment on how extremely happy they are with the activities and the flexible service provided. All parents comment on how happy and stimulated their children are in the childminder's care. These strong partnerships with parents support children's individual needs well. The childminder is committed to ongoing development. She is keen to keep herself informed regarding childcare issues and updates her knowledge in a variety of ways. These include accessing the Ofsted website, support from the local authority and regular meetings with other childminders to discuss best practice issues. The childminder is enthusiastic and has a clear vision on how to improve her service through her self-evaluation systems. These help her to identify areas for further improvement such as;

developing the garden to extend children's learning opportunities outdoors.

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	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	EY451253
Local authority	Bracknell Forest
Inspection number	880937
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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