

## Inspection date

Previous inspection date

23/01/2013

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

- Children are very happy and settled. They enjoy a good relationship with the childminder who treats them with warmth and affection.
- Children grow in confidence and are independent as they move around the well-organised home and help themselves to easily accessible play materials in the dedicated playroom.
- The childminder regularly cooks with children, which enables them to practise their manipulative skills, introduces new vocabulary and broadens their knowledge.
- Parents are very pleased with the care and support their children receive and the range of activities on offer.

### It is not yet outstanding because

- Arrangements for working in partnership with parents and other early years settings children attend are not yet fully developed in respect of children's learning.

## 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, care routines and the childminder's interaction with children.
- The inspector had discussions with the childminder at appropriate times during the inspection.
- The inspector viewed available documentation relating to childminding activities, planning and the childminder's training certificates.
- The inspector took account of the views of parents spoken to on the day of the inspection and as expressed in written letters from parents.

### Inspector

Debbie Newbury

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three school-aged children in Sandhurst in Berkshire. Childminding takes place on the ground floor, with additional rest and bathroom facilities on the first floor. All children have access to a secure garden for outdoor play. The home is close to parks, schools, shops and public

transport links. The childminder is also registered on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children in the early years age range and four older children. Days and times of children's attendance vary. The childminder undertakes school and nursery runs as necessary and regularly takes children to local parks, toddler groups, farms and other places of interest .

### **What the setting needs to do to improve further**

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

- extend the arrangements for sharing information about children's learning in order to engage parents and other early years providers as well as possible to gain all details about children's learning at home and in other settings.

### **Inspection judgements**

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

The childminder provides children with a varied range of activities and experiences, which take place inside and outside the home. These reflect all areas of learning and help children make good progress and gain the skills they need for the future. The childminder undertakes observations on children to help her identify their achievements and plan for the next steps in their learning. She has recently introduced a new system for doing this, which provides a much clearer focus on how she is supporting each individual child. The childminder gains information from parents about children's abilities to give her details of their starting points. Although she does not share all information regarding children's ongoing progress with parents in order to gain the fullest detail about children's learning at home and elsewhere. The childminder is aware of the requirement to complete the two-year progress check and its purpose. She is due to attend training to assist her with this.

The childminder's home is well organised and offers a welcoming environment for children. They are very familiar with their surroundings and move around confidently, making their own decisions as to where they wish to play. The playroom is inviting with lots of good quality toys, which cater for the ages and stages of development of the children who attend. The childminder's good organisation of play materials means that children can independently help themselves to what they wish to play with.

The childminder joins in with children's play. As they set up the train track she encourages children to help her search for a missing piece of track so they can complete the circuit. Children select play people to fit in the train's carriages and know that they need to press

the funnel on the train to make it move. This enables children to explore simple technology and make connections.

Children are encouraged to make choices, such as which fruit they would like for snack, which builds their self-confidence and awareness. The childminder regularly cooks with children. They talk about the ingredients they need as the childminder consults the recipe book and tells them what it says. Children become fully involved, learning useful skills for the future. They use their own mixing bowl and spoon and a plastic knife so they can try to cut the butter into small pieces. They learn the purpose of appropriate tools such as scales used for weighing and that a grater is to cut cheese into small pieces..

Children visit animal farms, go out to feed the ducks and attend playgroups. These outings help them develop their social skills, as they mix with other children, and enable them to learn about their local community and what it has to offer. Children explore resources that reflect positive images of diversity as part of their everyday play provision. They have also had some opportunity to find out about other cultures by taking part in activities that reflect different celebrations and traditions. This is an area that the childminder wishes to develop further so that children gain a greater awareness of the world in which they live.

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

Children are very settled and secure. They have a good relationship with the childminder and readily seek her support when they want help. The childminder is in tune with the young children in her care. She notices when they start to lose interest in activities and makes suggestions for other things they might like to do. The childminder helps children understand acceptable ways to behave. She encourages good manners and explains about the need to share. Children receive praise and encouragement, which fosters their self-esteem effectively.

The childminder follows good hygiene practices, which minimises the potential for the spread of infection. She provides children with a healthy and nutritious diet and supports them in following good personal hygiene routines. The childminder sits with children as they eat. She chats about what they are having and encourages children to try to feed themselves. Children benefit from fresh air and exercise every day. They visit parks and go for walks. The childminder chooses to walk to and from school in preference to using the car. All of these measures support children's understanding of a healthy lifestyle.

Children learn how to keep themselves safe with the support of the childminder. She feels it is important to lead by example so that children see her acting in safe ways. She talks to children about road safety and provides opportunities for them to practise a fire drill so they know what to do in an emergency. The childminder responds to situations that arise, such as encouraging young children to sit properly on the sofa so they do not fall. Therefore, she helps children to learn about risks.

### **The effectiveness of the leadership and management of the early years**

## provision

The childminder has made a positive start to her delivery of the Early Years Foundation Stage requirements. She is an experienced childcare worker and, in addition to completing required childminding training, she has also undertaken other specific courses. These include food hygiene and a further safeguarding course. She is also due to attend other training courses to further update her knowledge. The childminder takes positive steps to promote children's safety and welfare. Her knowledge of issues relating to safeguarding and the action she must take if she has any concerns is good. She provides a safe and secure home and carries out risk assessments to identify and minimise any hazards. All required documentation relating to childminding activities is in place.

The childminder is keen to develop her childminding service. She has a good awareness of her strengths and reflects on those aspects of her provision that she could develop further. For instance, she has reviewed her systems for planning for children's learning and this has led to the introduction of a new system, which has greater focus on the individual child. The childminder seeks the views of parents as part of her process of self-evaluation and takes account of the different ways children express their opinions. This includes talking to older children and noting the responses of younger children to different activities.

Parents are well informed about the organisation of the childminder's provision. She shares her policies with them and displays a lot of information in her home, which they may find helpful. For instance, there is information about the areas of learning and a 'sign posting' folder in case parents need to seek advice from childcare professionals or agencies that support children and families. The childminder speaks to parents on a daily basis and completes a diary for each child in her care. She also regularly sends photographs to parents so they can share in their child's day. Positive written feedback from parents demonstrates how pleased they are with the childminder and the service she provides. One parent comments on 'how professional, friendly and helpful the childminder is' and that, 'she genuinely enjoys spending time with her child.'

Partnerships with other early year's settings children attend are evolving. The childminder speaks to staff about the children's day which includes some information about their learning and development although is mostly based on children's welfare. This does not fully promote continuity in children's learning. The childminder appreciates how her knowledge of children can ease the transition process when children move on to the next stage in their learning.

## 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	EY451007
Local authority	Bracknell Forest

<b>Inspection number</b>	809898
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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