

## 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 cared for in a nurturing and supportive environment. As a result, they are happy and form secure attachments with the childminder and her assistant.
- The childminder acts as a positive role model for the children to promote clear boundaries. This helps children to recognise and understand the rules of turn taking and sharing with other children.
- The childminder uses her many years experience of working with children to provide activities and experiences which effectively promote children's learning and development.
- The childminder builds successful partnerships with parents so that they all work together to meet and support each child's specific individual needs and health requirements.

### It is not yet outstanding because

- opportunities to promote children's early interest and independent access to books have not been fully explored.

## 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, her assistant and children during play inside.
- The inspector used a range of documentary evidence, including the children's learning journeys and the childminder's records as evidence.
- The inspector also took into account the views of parents by reading questionnaires provided by them.
- The inspector spoke with the childminder and assistant at appropriate times throughout the inspection.

### Inspector

Anne Faithfull

## Full Report

### Information about the setting

The childminder registered in 2012. She operates her childminding service from her parent's home in Bracknell, Berkshire. The childminder's child is also present on the premises each day. The childminder uses the downstairs of the 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 childminder's mother is also her childminding assistant.

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 three children in 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:**

- create a comfy book area where books are attractively displayed for children to independently access, enjoy and share with others.

### **Inspection judgements**

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

Children make good progress in the care of the childminder as she has many years of childcare experience. She uses her childcare knowledge effectively to provide children with a range of activities, resources and experiences. These cover all areas of learning and help children to make good progress in their learning and development. All the activities and experiences offered by the childminder also help children to develop skills for the future.

Children are developing their early communication and language skills well. For example, the childminder continually talks to them and encourages the children to begin to sing familiar songs. The childminder is aware to use books to help promote children's communication and literacy skills. However, the books are currently not displayed attractively to enable children to independently access or to share with others. A current interest of the children at the moment is music. Children have great fun moving and dancing to a range of music and they readily inform the childminder through gestures and pointing when the music has stopped. This activity also helps to promote their early movement and balance skills. Children show great excitement when playing with the jack in the box resource. They try to anticipate when the lid is going to open and shriek with delight when the clown pops up as part of the game. The childminder uses everyday events and routines to promote children's understanding of number. For example, children

count the toys and bricks as they are helping to put them away.

Children have many opportunities to participate in messy play and develop their creativity; for example, they use clay, play dough and paints. The childminder effectively uses unexpected events to extend their creativity and learning further. For example, children had great fun creating a multi-coloured snowman using a range of paints and snow in the garden. Children use their early imaginative skills well as they use large boxes in their play, for example pretending the box is a boat or camper van. Regular visits to other childminders and toddler groups enable children to mix and socialise with others. The childminder encourages the young children to develop positive attitudes towards diversity and equality. For example, they celebrate a range of festivals, events in their lives and they talk about the lives of others.

The childminder completes regular observations on the children while they play. She effectively links the observations to the areas of learning and uses these to help her identify the child's next steps. Parents are able to access all of their child's development records electronically via a secure web-site. This sharing of information enables parents to be aware of the areas of learning to focus on with their child at home. The childminder is aware of the need to prepare assessments of two-year-olds in her care and she already has documentation in place and information on how to complete the assessment.

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

Children have developed secure and trusting relationships with the childminder and her assistant. As a result, children are happy, secure and safe. The welcoming, relaxed and nurturing atmosphere provided enables children to feel part of the family. For example, children readily greet the assistant and her grandson when they arrive back from the shops. The childminder thoroughly enjoys her time with the children and they readily giggle with delight as she cuddles and tickles them. This demonstrates the positive and loving relationships they have in place with her.

Children are beginning to be aware of the boundaries in place as the childminder is a good role model. She has a consistent approach to behaviour and explains how their behaviour can affect others. The childminder gently reminds the children to take turns and share when required and not to throw the toys. The childminder helps children develop their independence; for example, placing their drinks within reach and helping them to be aware of when they need to use a tissue. The childminder follows sensible hygiene routines to help children to begin to be aware of hygiene practices to follow; she talks to the children about how and when they should wash their hands. Children are beginning to be aware of healthy eating as they receive a good range of nutritious home cooked meals and snacks. The childminder works in partnership with parents to ensure she continually meets the needs of children who have specific dietary and health requirements. Parents comment how much they appreciate her help and support regarding their child's individual medical requirements. The childminder builds strong links with other settings the children

attend. She regularly talks to staff to see how the child has spent their time and if required passes on information, including any health issues, from the setting to the parents. This ensures consistency in children's care and learning.

All children enjoy and use an exciting range of resources. Most of them are readily accessible for them to independently choose in the playroom and other areas of the home used. The childminder regularly rotates the resources to ensure children do not become bored and to reflect their current interests and abilities. Children have daily opportunities to play outside and they enjoy visits to soft play centres and country parks to use different equipment to challenge their physical skills. The childminder has a range of procedures in place to ensure children play in a safe environment. These include completing risk assessments and arriving at her parents' home before the children so she can complete a daily safety check. She makes use of equipment, such as safety gates, to reduce potential hazards to young children. The childminder, her assistant and her father all have identified roles in the event of a fire to ensure the safety of the children. They all practise the emergency evacuation of the home together. This helps children to be aware of the steps to take in the event of an emergency. Children are beginning to be aware of how to keep themselves safe through support and guidance from the childminder; for example, they talk about road safety procedures on their walks.

### **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 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, helping them to learn in a homely family environment which the childminder adapts to meet each child's individual needs.

The childminder develops good, supportive and trusting relationships with parents. Information is shared daily in a variety of ways to meet the needs and requirements of the young children. Parents make many positive comments in their reference letters. These include the individual attention given to their child, the friendly family atmosphere and the range of activities provided. Parents also comment on how passionate and professional the childminder is and they would highly recommend the childminder to others. The childminder effectively monitors and reflects on her practice which helps her to identify her strengths and areas for further development. She regularly meets up with other childminders in order to share good practice, keep up with any changes and share ideas.

This helps her to continually improve her childminding service.

### 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

<b>Unique reference number</b>	EY451325
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	881539
<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>	6
<b>Number of children on roll</b>	3
<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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