

Inspection date	19/03/2013
Previous inspection date	18/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 caring, family environment and a good variety of resources for children's learning and play.
- The childminder has high expectations with regard to behaviour and manners. Children behave well and are very polite as a result.
- Children are happy and eager to take part in activities. They make good progress by learning through play.
- The childminder has a positive attitude towards continually developing her practice to improve outcomes for children.

It is not yet outstanding because

- children's opportunities to develop their literacy and numeracy skills are not fully maximised during daily activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 viewed all areas used by children
- The inspector observed children at lunch time and engaged in a variety of activities.
- The inspector discussed the childminder's practice with her.
- The inspector sampled documentation, including children's development records.

Inspector

Cathy Hill

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband, sister and her two children in Sandhurst, Berkshire. The premises are close to shops, parks, schools and public transport links. The kitchen/diner, sitting room, bathroom and one of the bedrooms are used for childminding purposes. There is a garden available for outside play. The family has two cats. The childminder's provision operates from Monday to Friday, and some weekends, for most of the year. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group who attend at various times during the week. The childminder also offers care to children aged up to 11 years and overnight care. She collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their understanding of print and numbers, for example, through the use of key word and number labels in the areas used for play.

Inspection judgements

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

The childminder has a good understanding of how to support and develop children's learning. She provides a welcoming home environment where children relax and make choices about what they do. This means children occupy themselves and learn through play which interests and stimulates them. Children show familiarity with daily routines as they take their shoes and coat off on arrival before eagerly greeting the childminder's family. Their personal, social and emotional development is good. They are confident and sociable and conversation flows freely. They order their thoughts well as they talk about events in their lives, reminding other children of shared experiences, such as a birthday party they attended. Children listen as the childminder talks to them and show they understand what is said as they answer her questions, for example, about what they have in their sandwiches.

The childminder obtains good detail from parents about children's starting points. This allows her to effectively plan to develop children's learning. She maintains learning records for all children. These include both written and photographic evidence of children's

progress and their planned next steps. The childminder tracks children's development in all learning areas and shares her records with parents to keep them fully informed about their child. Children make good progress with their learning as the childminder understands their individual needs and provides appropriate support to help them learn. She has been proactive in obtaining information about how to complete the progress check for two-year-old children and has a form ready to complete when current children reach this age.

Children are very happy and eager to learn. They take ownership of their learning as they ask the childminder questions to develop their knowledge. They have fun modelling with dough and use their imagination to make a muffin. Children recognise and name some colours, such as blue and brown. They show an understanding of shape as they correctly pick up a heart shape when asked where it is. The childminder sensitively interacts with children, asking them questions to make them think and setting challenges to help them achieve. For example, she rolls some dough into a ball and encourages children to try and roll the ball into a small pot she holds on its side. Children rise to the challenge and show good control as they take aim and roll the ball towards the pot. The childminder introduces number names into play to help develop children's numeracy and has a selection of books accessible to children to develop their understanding of print carrying meaning. However, opportunities to extend children's awareness of print and numbers are not fully maximised with the use of word and number labels in all play areas.

Children excitedly sit to paint. They express themselves freely as they use brushes, a roller and their hands to apply paint to paper. They watch closely as the childminder mixes paints together and then enjoy imitating her actions as they mix colours to make brown. Children learn about the natural world through planting and growing produce in the childminder's garden. They use art programmes on age-appropriate technology and show an understanding of the world as they use construction to make models of, for example, a house.

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

The childminder successfully arranges her settling-in sessions to enable children to transfer smoothly from home into her care. Children gradually increase the time they spend with her until they are familiar and comfortable with their new surroundings. They have free access to a good range of resources which help develop their future skills in readiness for their next stage in learning. The childminder has high expectations with regard to behaviour and is firm but fair with children. She treats all children with equal concern. Children respond positively to her consistent approach. They behave well and show good manners, for example as they politely ask for the green colour when painting. Children show consideration for others as they eagerly enquire of other children and adults whether they would like to do some painting with them. The childminder supports children in developing positive relationships. She clearly explains what they will be doing and children feel secure as they understand what is happening. For example, the childminder explains they will have lunch and then be able to play.

The childminder works effectively with parents to meet children's dietary requirements and to develop children's understanding of a healthy lifestyle. Children wash their hands before eating and sit sensibly at the table as they eat their lunch. They show good self-help skills as they feed themselves, and they hold cups carefully to drink when thirsty. The childminder takes children out for walks or to the park so they can exercise in the fresh air. Children also have access to garden equipment, such as the swing, and indoors they confidently ride on wheeled toys to reinforce their physical skills. Children turn readily to the childminder to chat showing that secure trusting relationships are in place. They show an understanding of safety as they carefully climb up and off chairs. They know their limitations and when they choose to sit on a booster seat they sensibly ask the childminder to help them get down from this higher level. The childminder supervises children well and reinforces safety procedures as opportunities arise. For example, she reminds children to sit on their bottom on chairs so they do not slip.

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

The childminder is confident in her understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She carries out regular observations and assessments of children's learning to enable her to plan for their progress. She has a good understanding of the areas of learning which can be promoted through play activities. The childminder understands when to step in to support learning and when to stand back and allow children the opportunity to independently achieve. The childminder has formed good partnerships with parents and others involved with children's care and education. Children benefit from these positive partnerships as it allows the sharing of information to promote a joined-up approach to meeting their needs. The childminder shares all her policies and procedures with parents and keeps them well informed about their child, sharing both written and verbal information.

The childminder effectively organises her practice to meet the safeguarding and welfare requirements. She understands how to safeguard children's welfare and has been proactive in developing her safeguarding knowledge by attending recent training. She understands children must always be within sight or hearing and is vigilant in supervising children. She has risk assessed her home and outings she takes children on to identify hazards. The childminder maintains detailed risk assessment records noting the actions taken to minimise these risks. She carries out a daily safety check of her premises and makes sure they are secure. Children are safely strapped in car seats when travelling and they learn how to keep themselves safe as they take part in regular practices of the childminder's fire drill.

The childminder has a positive attitude towards continually developing her practice to improve outcomes for children. She reflects on her practice daily, evaluating how activities went with children and thinking of how she can improve her provision. Since her last inspection she has improved her development records and increased the information obtained from parents about children when they join her care. She has also improved children's access to resources. A chalkboard set up in the dining area allows children to

independently practise their writing skills when they wish. The childminder has also brought the sand tray in from outside so children can engage in messy play even in bad weather. She has also successfully addressed recommendations raised at her last inspection relating to children's relationships with others and their ability to persist with activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY442690
Local authority	Bracknell Forest
Inspection number	908865
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	18/10/2012
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, which are usually the childminder's 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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