

Inspection date

Previous inspection date

08/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, settled and content in the childminder's care. She develops positive relationships with children and supports their emotional needs well.
- Children receive lots of praise for their efforts and achievements, which supports their development of self-esteem and confidence.
- Children enjoy physical exercise in the garden. They have regular outdoor experiences.
- The childminder has secure working relationships with parents, and their positive feedback reflects how much they value her service.

It is not yet good because

- The childminder does not consistently help consolidate children's understanding of numbers, calculation and counting through everyday play and routines.
- The childminder's risk assessment arrangements are not robust to keep the premises and equipment safe and to ensure the safety of all children at all times.
- Children do not learn about the importance of a healthy diet, and do not all sit at the table to eat their meals.
- Children do not have access to an attractive range of resources to enhance and extend their learning of diversity and the wider world.

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 spent time observing the childminder with children in the main play room and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents' through their written comments.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and their two children, one of whom is in the early years age range, in Bracknell, Berkshire. The childminder uses all areas of her home for childminding. An enclosed rear garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, four of whom are in the early years age range.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve children's understanding of mathematical language, through modelling, play and talk about numbers, basic calculation and counting in everyday play and routines
- improve risk assessments and take reasonable steps to ensure the safety of children, with particular regards to the use of the trampoline.

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

- strengthen the promotion of good health and children's understanding of healthy eating by ensuring children have consistent eating routines and plenty of nutritious snacks and meal
- extend the programme for understanding the world and further children's understanding of the wider world by increasing the number of toys and resources that reflect diversity

Inspection judgements

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

The childminder has an appropriate knowledge and understanding of the learning and development requirements. She makes use of her home, garden and local environment for learning. For example, children move confidently indoors and out to the garden, freely selecting favourite toys. They show great pleasure exploring the garden area and

negotiating space on wheeled toys. They also enjoy regular outings to nearby parks and various groups. The childminder plans a flexible range of activities. As a result, children mostly benefit from their experiences, which the childminder plans around their individual interests. The childminder provides a balanced range of activities, which generally supports children's learning across all areas of learning, although there are weaknesses in children's learning about mathematics. The childminder has a sound understanding of the children's starting points and changing interests. She frequently observes children and collects information to confirm her understanding of their progress. This enables her to begin planning the necessary next steps in the child's learning and complete the progress check for children at age two years.

The childminder generally supports the promotion of children's communication and language skills. She talks to younger children calmly and responds well to their attempts to vocalise, repeating many simple words. Through interactions in their chosen activities, the childminder increases young children's awareness of different concepts, such as animal names, colours and toys. Children have many opportunities to experience music, imaginative play and to be creative. They enjoy opportunities to explore media, such as crayons, different textures and play dough. Children generally hear some relevant mathematical language during their play and enjoy exploring building blocks, shapes sorters and puzzles. However, the childminder does not regularly extend this into other everyday practical situations and outdoors, to consolidate children's learning in all aspects of mathematics. Nonetheless, children have fun playing with the toy cars and interactive toys, as they delight in pressing the buttons and making different sounds. They explore their surroundings and play with the resources with ease. Children join in the activity, hitting the drums to create their own sounds. These opportunities appropriately support children in acquiring the skills, attitudes and dispositions for the next stage of their learning and move to other settings. The childminder provides ongoing feedback to parents' about their children through verbal feedback, daily diaries and access to the children's progress records. Overall, children are making satisfactory progress, which helps set secure foundations for their future learning and development.

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

Children are secure and happy, as the childminder is responsive to their needs. She supports them emotionally when they show signs of frustration or tiredness. Children begin to develop responsible behaviour by helping to clear away their toys. The childminder praises and encourages children's achievements and efforts. This further encourages their positive behaviour and helps to promote children's self-esteem and confidence.

The childminder's home is generally well resourced and overall there is a wide selection of toys and equipment. Resources in the main playroom are stored appropriately and mostly presented at the children's height. The childminder generally promotes inclusion through supporting the children's choices of activities and play. Children develop confidence in exploring their surroundings. They enjoy finding out what they can do. However, the childminder does not provide a varied range of resources that reflect diversity and equality

to enable children to develop respect for themselves and the wider community.

The childminder supports children's physical development well, and they regularly visit local parks and use the garden area to exercise in the fresh air. Children show great pleasure when jumping, crawling and riding on wheeled toys. This helps children to be physically active. There are appropriate times for younger children to eat, sleep and rest. However, children do not successfully learn about the value of healthy eating as they eat crisps for their snack and walk around during meal times, and eat whilst playing on the trampoline. There are sound hygiene practices in place, which promote children's good health and well-being.

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

The childminder has made a positive start to her childminding business. Her documentation is mostly organised and easily accessible. She supervises children well and generally conducts appropriate checks on the home. However, the childminder does not have clear assessment procedures to help ensure all potential hazards are minimised. This particularly refers to the use of the trampoline in the garden, where the childminder has not fully considered safe use to ensure children are safe at all times when they use it. This means that the provider is not fully meeting the requirements for the Childcare Register and actions have been raised to address this. The childminder has an appropriate understanding of her role and responsibilities regarding safeguarding and child protection issues. She demonstrates a satisfactory understanding of what would give her cause for concern and the action she would take to promote children's welfare.

The childminder understands the need to evaluate the success of her practice. She is aware of the strengths of her practice, and has appropriate systems to monitor and evaluate the quality of her practice. The childminder has a satisfactory knowledge of the learning and development requirements of the statutory framework for the Early Years Foundation Stage. She supports children's learning appropriately, as she engages within their play as well as offering them lots of praise for significant achievements. The childminder is particularly keen to make the most of children's interests and the things that they respond well to. She is beginning to plan and assess activities in order to support children's next stages in their learning and development.

The childminder values working in partnership with parents and overall provides them with a variety of information about the early years provision. Parents demonstrate that they are happy with the care their children receive. For example, they comment positively and state that "their children always look forward to attending; they are happy and are always welcomed. The childminder's playroom is bright, spacious and well equipped." She ensures that appropriate interventions are secure and children receive the necessary support that they need to support their learning and development and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

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	EY459492
Local authority	Bracknell Forest
Inspection number	911863
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

