

Inspection date	07/11/2013
Previous inspection date	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 has an accurate understanding of the developmental stages of each child and her interaction promotes children's learning effectively through their play.
- The children are extremely comfortable with the childminder and her family, who offer them a sense of security and well-being.
- The childminder provides an innovative range of activities and experiences, which results in children being motivated and eager to learn.

It is not yet outstanding because

- The childminder offers children fewer opportunities to learn through multicultural resources, which slightly reduces their awareness of diversity.

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 observed the positive interaction between the minded children, the childminder and her family.
- The inspector sampled the children's records, observations and assessments made on them by the childminder.
- The inspector looked at documents such as planning, parent questionnaires and photographs of the children undertaking a wide range of activities.
- The inspector discussed with the childminder her understanding of her role.

Inspector

Amanda Shedden

Full report

Information about the setting

The childminder was registered in 2013. She lives with her husband and two young children in Sandhurst, Berkshire. All of the childminder's house is used for childminding and there is a secure garden available for outdoor play. The property is close to local schools, parks and amenities. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four children on roll. The childminder holds a recognised childcare qualification at level 3. The family has one guinea-pig and two tortoises as family pets.

What the setting needs to do to improve further

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

- increase resources that reflect and help children to gain an understanding of different cultures

Inspection judgements

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

The childminder offers children a good range of activities that link with their interests and support their increasing development. As a result, they are very happy and settled in her care. Her extensive understanding of each child's interests enables her to plan activities that interest them and encourage their learning. Her friendly positive teaching methods engage children who are excited to join in and results in them learning while they play.

The childminder encourages children to use their thinking and creative skills as they play, for example, with a large box. She interacts well with them as they decide the box is to be a crane and discuss and think about what the box needs to be to look like a crane. They decorate paper plates to make wheels, persevering in getting them to stick to the box. They use other boxes and tape to make a crane arm and work out how to sit in the crane so they can see out of it. The interaction of the childminder encourages them to discuss scenarios together and she enhances the activity by offering ideas and different resources that might help them. Her teaching skills result in the children thinking and resolving the problem themselves. They are very proud of their crane and spend an extended period of time playing with it, pushing the arm up and down and making crashing noises. Each child takes a turn to drive using the steering wheel they have added to their model. The childminder sits with the children and asks useful questions to further promote the children's thinking skills about what they are going to do with the crane. The skills of the childminder and her knowledge of the children enable her to identify when the game is coming to an end. She uses good questioning skills to encourage the children to think about what they could change the box into. The childminder uses her teaching skills to

give children time to think and talk about what it could be and they decide that it now needs to be a pirate ship. Her encouraging manner results in the children being motivated to change the crane into a pirate ship.

Children enjoy further activities such as using large bricks to build structures that represent their crane and pirate ship. They are beginning to learn about other cultures and use other skills as they paint glass jars to make candle holders to take home to represent Divali. The childminder encourages children to recall the story she told them about the 'festival of light' while she praises their painting skills. She offers them clear explanations about painting on glass and how little paint is needed. They talk about colours and patterns as the different colours run into each other and down the jar. The childminder uses positive and skilled interaction, which means the children are motivated to engage in a wide range of activities. This results in them having the skills for their next stage in learning.

The childminder collects extensive information from parents before their child starts to ensure that she has an accurate understanding of the child's learning and care needs. She keeps parents informed about the experiences their children are having through daily discussions and notices displayed in the hall. She gives them specific information each month about the steps she is going to focus on to help their child achieve further. This enables parents to continue and extend their child's learning at home.

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

The childminder cares for children in a caring, welcoming home where they have made secure attachments to her and her children. She promotes their confidence through calm interaction and she is a good role model, talking to them calmly, praising their achievements and building on their self-esteem. Children reflect this in their good behaviour. They learn about taking turns and sharing through the activities they enjoy playing together. Children feel safe and comfortable with the childminder who teaches them about their own safety through play. For example, she reminds them to be careful of each other's fingers when they are crashing the crane arm. She talks to them about safety on a building site encouraging them to recall what they have seen the workers wearing. They remember they wear yellow hats. She helps them to make safety hats out of cardboard boxes to 'keep their heads safe'.

The childminder has an accurate understanding of how to keep children safe and what procedures to follow if she had any concerns about a child. There are effective policies and procedures in place to support her practice and the parents are made aware of them. This ensures that they are both fully aware of each other's responsibilities.

The childminder promotes children's awareness of healthy lifestyles effectively. They have daily exercise through visiting different parks or playing in the garden. Children clearly know the routine, going to wash their hands before eating. The childminder provides snacks and lunch for the children respecting their individual dietary requirements. Children are involved as they choose what fruit they want; building on their vocabulary and knowledge as they name the different types of fruit on offer. They make their own wraps

using new skills as they attempt to spread the butter. They fill their wraps and roll them up; concentrating and persevering as they complete the task. They are confident to ask for help knowing that the childminder's response will be positive.

The childminder's home is stimulating, inviting and offers a positive environment for the children. She displays children's artwork along with posters, which gives children a sense of belonging in the welcoming play area. The childminder provides a wide range of resources that are easy to reach to encourage children to select for themselves what they would like to play with. Although the childminder tells children about different cultures and engages them in some activities, there are fewer resources in place to support this area of learning. The childminder enhances the resources, for instance, by providing props such as laminated pictures to extend children ideas. In addition they have a wide range of different boxes, which stimulate their imaginations and provide hours of fun. Using these boxes enables children to actively learn, explore, engage with and promote their thinking skills and learn how to co-operate with each other. Overall due to the childminder's positive practice and engagement with children, she ensures they are emotionally prepared for their next stage in their learning.

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

The childminder's good knowledge of the learning and development and welfare requirements ensures that she successfully promotes children's overall well-being and learning. She has an accurate understanding of each child's progress. She undertakes regular monitoring of the children and assesses their achievements. This enables her to plan activities that reflect the interests of the individual child and offer activities that continually support their progress as they learn through their play.

The childminder is well organised and she has created a range of policies and procedures that help support her practice. She has an accurate understanding of how to safeguard children and keeps this knowledge up to date by attending relevant courses. There are effective risk assessments in place to underpin children's safety whether at home or when visiting venues in the community. For example she has risk assessed her garden and due to recent storms she identified that, in the short term, it is not safe for the children to play in this area. This promotes their safety and welfare effectively.

The childminder evaluates her practice and the activities the children participate in effectively. She uses information collected through discussions and questionnaires with the parents to identify how she could improve her service and improve the outcomes for children. She creates an action plan and strives to meet those actions. For example due to a suggestion from a parent there is now a notice board showing the weekly activities the children are going to be offered. She has created 'family books' for each child so that they can sit and talk about their families, she has found that this has helped particularly the younger children feel more settled. To help the childminder progress in her knowledge and skills she intends to undertake further courses. She has identified which courses she would like to attend and is booked to attend some workshops at a childminding conference.

The childminder gives all parents a copy of her 'parent's charter' as they enrol their child. This gives parents a comprehensive understanding of each other roles and supports continuity of care and learning for their child. Parents are very pleased with the care and education their children receive. They state how much their children have progressed since being here and how much they enjoy coming here. They appreciate the in-depth and detailed information they receive each day. This also promotes continuity of care and learning for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY457931
Local authority	Bracknell Forest
Inspection number	909638
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
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

