

Inspection date	07/11/2013
Previous inspection date	22/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging.
- The children are welcomed into a warm, friendly home, where they are valued and included to ensure none are disadvantaged.
- The childminder has a good relationship with the parents who are kept fully informed of their children's day.
- Children develop confidence and enjoy their time with the childminder, who enables them to take part in a range of activities and play experiences.

It is not yet good because

- The childminder's progress records for each child do not give enough information about what children know and can do, to plan for their next steps.
- The childminder does not have effective systems in place for self evaluation of the setting to effectively identify any areas to develop.
- The childminder has not gained information from parents, for each child when they join the setting in order to consistently identify the starting points for all 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
- 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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor learning environment.
- The inspector took account of the written views of parents.

Inspector

Alison Large

Full report

Information about the setting

The childminder was registered in 2007. She lives with her husband and two school aged children in a house the Warfield area of Bracknell in Berkshire. The ground floor of the childminder's home is used for childminding purposes and an upstairs bedroom is used for sleeping. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for two children in the early years group on a part-time basis. The family has a pet cat.

What the setting needs to do to improve further

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

- Develop the requirements for assessment by regularly observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations and plan their next steps.

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

- strengthen the two-way flow of information relating to each child's experience at home to consistently identify the starting points for their learning
- develop the systems for self-evaluation to effectively identify strengths and weaknesses of the provision, taking account of the views of parents and children.

Inspection judgements

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

Children are happy and content and enjoy their time with the childminder. She treats them with warmth and kindness, encouraging development of self-esteem and a good sense of belonging. The childminder demonstrates an understanding of the Early Years Foundation Stage and of how young children learn and shows knowledge of the areas of learning. Assessment records are in place, however, regular observations are not being made, therefore, the next steps in children's learning and development are not consistently being planned, to ensure that areas for children to develop further are being identified. Children's spoken language is developing as the childminder chats to the children and gives them time to repeat new words. Children's physical skills are developing as they

have opportunities to go for walks or play in the garden where they can run around and get fresh air. Children have opportunities to count frequently and talk about shape and colours. For example, counting and recognising the different colours of the balls during their play. They enjoy looking at books and sharing stories with the childminder. Children enjoy taking part in the activities provided for them. However, the quality of teaching is inconsistent and activities are not always planned to build on what children know and can do, therefore, the children are not always suitably challenged to make further progress.

Parents sign a wide range of agreements when their children first start with the childminder including information on children's needs and development to use as their starting points. However, this is not consistent, as not all parents have completed the information to enable the childminder to know each child's starting points when they join the setting. The childminder has a good partnership with the parents and shares information on their child's day with them. The childminder has yet to put into practice the progress check for children aged two years, although she is developing her understanding of how to implement this.

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

The childminder provides a safe and welcoming environment for children, ensuring they are all included and supported. Children make very good relationships with the childminder and she encourages them to be independent. Children are confident with the childminder and actively seek her attention, whether to play games or to cuddle up together to read a story. Children's safety is promoted effectively and good systems are in place to ensure the home remains secure at all times. Children understand the need to keep safe as they practise the emergency evacuation procedure, and talk about road safety. Children learn about keeping healthy as the childminder talks about why they need to wash their hands before eating or after messy play. Healthy meals and snacks are provided in accordance with the parents wishes, and drinks are readily available throughout the day. The childminder is aware of any special dietary needs the children may have. Children engage in a range of indoor and outdoor activities. They develop their physical skills as they access the garden to play, or go for walks, where they can move around freely and develop their large motor skills.

Children's behaviour is good; they get on well with each other and the childminder implements appropriate behaviour management strategies to encourage good behaviour. Children are praised and encouraged by the childminder, are secure and settled, and develop a sense of belonging. Their social skills are developing and are promoted well by the childminder. Children are encouraged to be polite and kind to each other and the childminder supports them in learning to share and take turns. The childminder has good links with the local school to help prepare children for a smooth move to school when the time comes. When collecting the older children from school the children are able to familiarise themselves with the building and playground. The childminder helps build the children's confidence and encourages them to develop the skills needed to be ready for the move onto school.

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

The childminder demonstrates a sound understanding of the learning and development and welfare requirements. However, the systems to monitor the educational programme do not ensure the children are making good enough progress in each area of learning. Activities are not consistently planned to meet the individual children's learning needs. The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns; she has a thorough policy in place and is aware of her role and responsibilities. The childminder supervises the children well. The children play in a secure learning environment and the childminder has recently reviewed written risk assessments in place, which include outings and using her car. There is no formal system of self-evaluation in place to identify the childminder's strengths and weaknesses of practice, although the childminder is reflective and has started to identify some areas that need developing. Equality and diversity are promoted well; the childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play.

The relationship with the parents is good. The childminder speaks to parents when they collect their child to keep them informed of the child's day. Parents comment on how much their child enjoys spending time with the childminder and the good care she provides. However, at present parents are not aware of the next steps in their child's learning and development to help them extend their child's learning at home. The childminder is aware if she cares for children who attend other early years settings she needs to make links with the settings to ensure continuity of care.

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	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	EY367119
Local authority	Bracknell Forest
Inspection number	941954
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	22/05/2012
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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