

Inspection date

Previous inspection date

27/11/2013

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 relate well to the kind and caring childminder, who works well with parents to gather clear information to help her meet and respect their individual needs.
- The childminder makes regular observations of children's learning to help her plan and provide activities that further extend children's learning and development, so that they make good progress.
- The childminder evaluates her practice well. She is committed to build and further improve her practice.

It is not yet outstanding because

- There are fewer opportunities for children to explore and learn about the natural 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 toured the premises with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, and a selection of policies and children's records.
- The inspector observed activities in the lounge and dining room.
- The inspector took into account written comments from parents.

Inspector

Jane Franks

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in Sandhurst, Berkshire, close to shops, parks, schools and public transport links. The whole of the downstairs of childminder's home is available for childminding, with toilet facilities on the first floor. There is a garden for outside play. The family has a pet rabbit. The childminder's provision operates from Monday to Friday, for most of the year. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, two of whom are in the early years age range. The childminder also offers care to children up to the age of 11 years. She collects children from the local school.

What the setting needs to do to improve further

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

- develop the outdoor space to enhance children's knowledge about the natural world, to help them learn about nature and find out about and care for living things.

Inspection judgements

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

The childminder provides a welcoming, well-organised and friendly family home where children benefit from imaginative and well-planned learning experiences. The indoor areas offer children a good balance of adult-led tasks and opportunities for free play, while the outdoor space offers a variety of resources to maintain children's motivation for learning and develop their coordination and muscle control. The childminder knows the children very well and has a clear picture of their developmental stages and of how she can help them progress further. Parents are encouraged to share what they know about their children when they first start with the childminder. This provides her with the starting points for each child and ensures that she can effectively challenge them in their learning and development. She observes children and makes records of what she sees them do. Toys and resources are stored in low-level boxes, which mean they are readily available for children to freely access. Children have many opportunities to be creative as they sing, dance and join in with their favourite songs. There are fewer opportunities for children to use the outside area to plant and grow, and care for living things, to increase their knowledge of the natural world.

The childminder supports children's language development well. She consistently provides regular opportunities for them to communicate. This means that children's progress ensures that they have the key skills needed for the next steps in their learning and therefore, their readiness for school is well promoted from an early age. Detailed

assessment and planning records enable the childminder to use her careful observations of children's interests and learning to effectively plan for the next steps in learning. She keeps parents well informed of their children's activities and encourages them to regularly contribute to these records by sharing their child's interests and achievements at home. The childminder acts upon information from parents about how they can support their child's learning. The development of these supportive working partnerships enables the childminder to effectively support parents with their plans for pre-school and school placements. Therefore, children are well prepared when they move settings for the next stage in their learning.

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

Children are very happy and settled in the care of the childminder, who is warm and caring. The children approach her readily and with affection, reassured by her attention and care. The childminder takes great care to ensure the transition from home to the setting is as smooth and stress-free for the children as possible. She gathers relevant information from parents when children start attending, which provides her with a base for establishing what children can do and their individual routines. This information helps with settling children into the provision and helps to promote a sense of belonging. The childminder is a good role model. She consistently applies a calm approach in communicating with children. Children receive positive praise and recognition for their efforts and achievements. Parents are very pleased with the care that their children receive and comment how their children enjoy their time in the setting. The childminder encourages open communication and works hard to develop very good partnerships with parents.

The childminder is sensitive to young children's needs and recognises when they become tired or hungry. She promotes healthy eating, and children enjoy fresh fruit and vegetables as part of their daily diet. The childminder is knowledgeable about any allergies or medical needs and makes sure that she caters for any special dietary requirements. Effective hand washing practices and nappy changing procedures protect children from the risk of cross-infection. Children are secure in well-established routines for sleeping. Children are encouraged to develop healthy lifestyles with regular exercise, fresh air in the garden and trips into the local area. The indoor and outdoor environments are secure and enable children to move around safely and explore during their play and learning. The childminder has an up-to-date knowledge of first aid and involves children in emergency evacuation procedures. This means she is able to consistently promote children's health and safety needs, which helps them begin to develop an understanding of keeping themselves safe.

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

Children feel safe and secure because the childminder clearly understands the learning and development, and safeguarding and welfare requirements of the Early Years

Foundation Stage. She takes individual interests, capabilities and ages into account and provides a good balance of child- and adult-initiated activities. She monitors the educational programmes to make sure they cover all areas of learning to enable children to make good progress in all areas. The childminder constantly reflects on all aspects of her practice. Partnerships with parents are good, as the childminder keeps them well informed. The childminder records children's activities and information about care routines in daily diaries to ensure she clearly understands each child's needs and communicates essential information to parents.

The childminder sets good standards for the quality of care that she offers. All documentation and procedures, as required by the Statutory framework for the Early Years Foundation Stage, are in place. This means she is able to effectively safeguard children. The childminder fully understands her role to protect children from harm and has a secure understanding of how to safeguard children's welfare. Therefore, she is fully able to take prompt and appropriate action if she has any child protection concerns about a child's welfare. Robust safeguarding policies and procedures are in place to guide practice and to inform parents about the childminder's responsibilities. Risk assessments are effective in ensuring that children consistently stay protected from harm. This is because procedures to check that the environment is suitable and to ensure that children remain safe during outings are rigorous. Consequently, children are safely cared for and parents confident that the childminder has taken every step possible to minimise any potential risks to children.

Since her registration, the childminder has carefully established effective self-evaluation. She reflects on her practice and accurately identifies strengths and areas for improvement. The childminder takes into account the views of others as she regularly seeks the opinions of parents and children. She uses feedback effectively to identify priorities and meet children's developing needs. The clear and open communication she shares with parents mean that children's care is consistent and parents are up to date about their children's activities and progress.

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	EY460732
Local authority	Bracknell Forest
Inspection number	919583
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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