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| <b>Inspection date</b>   | 04/09/2013 |
| Previous inspection date | 14/10/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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        |                         | 3 |

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder uses a comprehensive online information system which enables all parents to see their child's development records, photographs, accident and medication records and all the childminders policies whenever they wish.
- Children's individual needs are assessed carefully in order that the childminder can plan and meet them well.
- Children settle quickly and confidently because the childminder provides an interesting, safe and secure environment for their play.
- The childminder reflects on her work and looks for ways to develop her knowledge and improve opportunities for children.

#### **It is not yet outstanding because**

- Although the childminder has a variety of age appropriate books these are not displayed attractively or easily accessed by the children to enable them to develop their interest and enjoyment in books.
- The childminder does not make sure all records relating to childminding activities are available for inspection, as required.

## 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 premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined paper and online records and documents provided by the childminder.
- The inspector discussed the provider's self evaluation.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

The childminder registered in 2009. She lives with her husband and one child in a house in the Birch hill area of Bracknell, Berkshire. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Access to the premises is on street level.

The childminder is registered on the Early Years Register and is also registered on both parts of the Childcare Register. There are currently 12 children on roll who attend part-time,, six of who are in the early years age range. The childminder attends the local toddler group and meets with another childminder to provide social opportunities. She is a member of the National Childminding Association.

### What the setting needs to do to improve further

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

- make sure records are accessible and available for inspection, particularly permission form parents for leaving children in the care of another childminder and records of children's attendance and the names of the person caring for them

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

- improve children's independent access to books to encourage their enjoyment and to promote literacy.

## Inspection judgements

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

Children make good progress in all aspects of their development in the childminder's care. She provides a broad variety of experiences and activities both in the home and in the local community which encourage all aspects of their development well. The childminder takes good care to understand children's individual interests and ensure they have opportunities to build on them. She offers children calm, gentle support and engages with them patiently. This encourages children to become confident in their activities.

Children explore the variety of resources freely. The childminder makes sure toys she knows children like are easily accessible. For example, when a new child attends she knows the cars and roadway are favourite toys. She sets these out in preparation for the

child's arrival. This enables the child to quickly become interested and separate from parents easily and confidently. The childminder encourages communication effectively by providing a narrative to her actions. She talks to the young child as she changes a nappy and responds to the sounds the child makes in an understanding way. The childminder uses the children's interests to extend their play. For example, a recent caf visit encouraged caf play in the play house. The children made menus, took orders, dressed up and poured water into cups and served each other. They counted money to pay for their food and drink. This simple activity encouraged a wide range of the skills including early mathematical development, physical development, literacy and role play.

Children develop their awareness of position, quantity and pattern as they play with cars and the car mat. They line up the cars, and follow the pattern of the roads. The childminder talks to the children about their play and naturally encourages them to count and sort. She extends the play by introducing a new idea. For example, when the child has moved all the cars to the garage she suggests using some tools to mend them. The child selects tools and pretends to mend the cars, using their imagination well.

The childminder has a good selection of fact and fiction books and visits the library with children. She reads to the children. However, books are not routinely displayed attractively to support children's interests, encourage independent use or to fully support learning. Children grow items such as sunflowers in the front garden and feed the birds. They visit local farms and nature parks increasing their awareness of the natural world.

The childminder observes children at play and carefully monitors the progress they are making. Parents can view her records which are supported by photographs whenever they wish through a confidential online recording system. She understands the requirement to undertake two year old assessments and is in the process of doing this in partnership with parents.

In order to make starting school and nursery enjoyable for children the childminder encourages children's independence skills. She encourages their independent toileting, and confidence in their abilities to put on their own shoes and coats for example.

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

The childminder encourages good behaviour through her positive actions. Consequently the children behave well. She encourages children to play cooperatively, learn about taking turns and to be patient with each other. She praises the children when they demonstrate positive behaviour. This builds self-esteem and encourages the child to repeat the behaviour.

Children appear confident in the childminder's company. They seek her assistance and the very young children confidently cuddle into her closely for reassurance briefly. The childminder sits on the floor with the children and joins in with their play encouraging and praising them naturally. They benefit from this relaxed environment which helps to build their confidence and self-esteem.

The childminder encourages children's awareness of safety through consistent routines and talking to them in an age appropriate way about dangers and how to keep safe. For example, by using a knife to spread butter on a sandwich they learn how to use utensils safely. Children learn about road safety on their outings. Children all learn how to evacuate the premises safely and swiftly as they undertake a fire drill each school term.

Children develop a good awareness of a healthy lifestyle. They learn about important simple but effective hygiene routines such as hand washing and they each have their own towel. Children enjoy food prepared by their families or the childminder. She stores food to ensure it remains fresh. Fruit is always available for snacks and when the childminder provides food she offers fresh home cooked dishes containing meat or fish and vegetables and deserts of fruit or yoghurts. She knows that children use lots of energy and so they do have occasional treats. Drinks of water are freely available so children do not become thirsty.

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

The childminder generally has a good understanding of her responsibilities to meet the welfare requirements. She meets with another childminder to provide children with additional social opportunities. This includes another childminder visiting her home and going on outings together. Some of the children on her books are also registered with her childminder friend on different days. Both childminders have contracts with the parents and offer care on different days of the week to the same children. The childminder has varied her numbers of early years children on occasions in order to provide continuity of care as permitted under current regulations. However, the childminder has not kept records that demonstrate parents are happy with the arrangements that have meant that their children have been left with another childminder for a short period of time. In addition, records of children's attendance for these times and the name of the person caring for them have also not been kept to demonstrate whether required adult to child ratios have been maintained. This is a breach of a legal requirement. Nonetheless, the childminder has carefully considered how she will organise her routines in order to promote the children's safety and meet their needs well. The childminder has a good awareness of the educational programmes she provides for the children. She carefully monitors children's progress and offers a wide range of activities based on the children's interests. Consequently, they make good progress in their learning.

The childminder has a confident knowledge of safeguarding and what to do if a child protection concern arises. She maintains all the required records, including risk assessments, attendance records and accident and medication records to meet the requirements of her registration.

The childminder aims to be flexible and work cooperatively with parents to provide them with a good service. She talks to them face to face each day about what the children have been doing and the progress they are making. She encourages parents to log into her

computer system to view the children's records regularly. A parents' notice board attractively displays certificates and information about safeguarding and the early years foundation stage. The childminder strives to develop positive relationships with others involved with the children in her care, sharing information where appropriate with nursery and school.

### **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 | 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

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY390336         |
| <b>Local authority</b>             | Bracknell Forest |
| <b>Inspection number</b>           | 930630           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 5                |
| <b>Number of children on roll</b>  | 0                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 14/10/2009       |
| <b>Telephone number</b>            |                  |

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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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