

Inspection date

Previous inspection date

20/01/2014

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 develops and supports children's speaking skills well.
- The childminder manages children's behaviour very well. She is calm and consistent so that children play well together in a warm, nurturing environment.
- The childminder provides a varied range of physical activities, which successfully promotes children's physical development
- The childminder involves parents in their children's care and learning, which provides continuity between the home and the setting so that children feel secure and safe.

It is not yet outstanding because

- There are fewer opportunities for children to gain a stronger use and understanding of number, shape and measurement in all activities.

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 activities involving children and the childminder.
- The inspector looked at documents relating to the childminder's practice.
- The inspector looked at written feedback from parents.
- The inspector discussed areas of the childminder's practice with her.

Inspector

Julie Quinn

Full report

Information about the setting

The childminder registered in 2013 on the Early years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two young children in Bracknell, Berkshire. Childminding takes place downstairs, and in the garden, which is accessible from the playroom. There are sleep facilities downstairs and a bathroom upstairs. The childminder cares for three children in the early years age range. She drives to local schools to take and collect older children. The childminder holds a level 3 childcare qualification.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their numeracy, and mathematical understanding and language.

Inspection judgements

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

Children make good progress in their learning and development. The childminder provides a rich and varied range of activities and experiences that cover all areas of learning. She skilfully identifies children's starting points when they first start, and carefully plans activities to promote progress. This helps children to be ready for the next stage of their learning. The childminder is able to support children in areas that they are finding more difficult, as well as providing challenging activities in areas where they are doing well. Her high expectations stem from accurate regular assessment of children's progress, and her secure understanding of how children learn and develop.

Children enjoy plenty of physical exercise. They dance and sing about pirates, dressing up and acting out the pirate story, happily, having lots of fun. The childminder encourages the children to jump, turn, stretch and crouch using their body to exercise their large muscles. They pick up a spiky ball; the childminder encourages them to describe the feel of the ball and to develop catching and throwing skills, this helps develop their coordination well. The childminder provides further opportunities for physical development by taking advantage of the range of local facilities, such as the parks and discovery centre close by, where children can build in and explore the environment. The childminder provides opportunities to develop their coordination and the use of their hands, for example, she provides mark making, craft and threading activities. Children are encouraged to build towers with the cotton reels and count them. This promotes some understanding of mathematical language. However, the childminder does not always consistently promote mathematical skills so that children gain a stronger use and

understanding of number, shape and measurement in all activities.

The childminder encourages children to ask questions and explore their environment. She responds to children's interests and knows each child well. For example, she encourages children's inquisitive nature by providing new food for them to try, and answers questions about how they are grown and where they come from. This promotes an understanding of the world around them and the natural world.

The childminder involves parents wherever possible, which supports the children's learning and care. The childminder shares assessments and activities with the parents. She regularly updates them about activities their children engage in, and provides photographs and a daily diary. Parents respond to questionnaires and contribute ideas regarding the care and learning for their children. The childminder is able to identify gaps in children's learning and plans appropriately to close these gaps. For example, she works closely with children on a specific activity to promote an understanding of language, and encourages them to speak and pronounce words and names of animals clearly. This supports children to make progress in learning, especially speaking, listening and understanding. Key skills needed to support their future learning.

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

Children are secure, settled and happy in the childminder's care. They are confident in a familiar environment, and play independently having lots of fun together. The children willingly engage with the childminder, who has a warm and caring manner, which she demonstrates through cuddles, support and friendly conversations with them. For example, during a singing and dancing session, she joins in, and plays and laughs with the children. This demonstrates a desire to provide a welcoming environment, which supports emotional development well. The childminder provides clear routines and structure to the day, which she shares with parents. She provides a balance of planned activities and times when children can explore and play with a wide range of age appropriate toys, resources and equipment. This demonstrates the childminder's understanding of how children learn, and how best to motivate them.

The childminder encourages healthy eating by providing a healthy diet for children, and explaining the importance of healthy food to them. She encourages children to wash their hands and prepare the table before they eat. They receive a healthy snack of fruit, which they independently help themselves to. The childminder uses this opportunity to talk about the fruit and the children's favourites. They all happily recall and talk about how they previously made their smoothies, and the taste and feel of the drink in their mouths. This encourages children to have and understand the importance of a healthy lifestyle.

The childminder has safely risk assessed her home and outdoor area; she makes daily checks and records these. This means her home is safe and secure. The childminder also risk assesses the facilities in the local area that they use regularly, and has appropriate forms for any new visits or outings. Children receive support to manage risk and use equipment safely. For example, when introducing scissor skills to the children, the

childminder emphasises the need to take care and use them safely. They help to tidy up after themselves and prepare for snack, lunch, sleep time and their own hygiene, which encourages independence. They understand the need to wash their hands and to eat carefully; good manners are encouraged at every opportunity. This means children are learning how to support their own health effectively and develop their self-care skills.

Children play well together; the childminder encourages good behaviour using calm, gentle instructions and discourages unwanted behaviour. For example, children respond well to the gentle reminder about having thinking time to consider how they should behave and treat each other well. As a result, children are able to adapt their behaviour, behave well and enjoy each other's company.

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

The childminder has a full understanding of her responsibilities to meet the statutory requirements for the Early Years Foundation Stage. She has attended appropriate training so that she is aware how to keep children safe. She is fully up to date with local child protection procedures, and has a clear policy on safeguarding, including the use of mobile phones. As a result, she protects children welfare.

The childminder reflects on her practice well. She clearly identifies what she does well, and areas for development, for example, developing her observation skills, and specific learning, such as mathematics, and growing and planting outdoors. She regularly attends training, and is keen to improve her practice further through links with external training agencies and by regularly attending childminder support groups. She is aware of the requirement to complete a progress check for two-year-old children and to share this with the parents. The childminder sees this as an opportunity to work closely with parents and encourage them to contribute to assessment processes. She is aware of the need to make links with external agencies and other professionals, such as health visitors and speech therapy service, should the need arise. This demonstrates her understanding of the importance of partnership working, and shows that she has a positive approach towards continually improving her practice.

The childminder understands how children learn and is able to plan and support this to ensure they make good progress. She makes regular assessments and uses her observations daily to inform the next steps for learning. This helps her to identify gaps in learning and put provision in place in order to narrow these gaps. The childminder shares her assessments with parents through daily diaries and discussions to make sure they are informed and able to contribute. The consistent approach, joint working and links with the parents mean that children settle easily. Consequently, children are happy, secure and well prepared for the next steps in their learning, such as going to preschool 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	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	EY462831
Local authority	Bracknell Forest
Inspection number	925293
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	

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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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