

## Inspection date

Previous inspection date

12/02/2014

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

- Children are happy and settled in the childminder's care. They have a warm relationship with her.
- Children enjoy a broad range of activities and toys, which promotes their learning well.
- The childminder makes good use of her previous experience and knowledge of children's development to promote the progress children make.
- Partnerships with parents are positive. The childminder encourages parents to participate in children's development records, which helps to extend her knowledge of the children.

### It is not yet outstanding because

- The childminder has not fully extended her engagement with other professionals who share the care of the children, to further complement 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 observed children in their play and in their interactions with the childminder.
- The inspector spoke to the children and the childminder, and read comments from parents.
- The inspector sampled the childminder's documentation, including children's development records.
- The inspector spoke to the childminder about how she plans for children's individual learning, and took into account the childminder's evaluation of her provision so far.

## Inspector

Aileen Finan

## Full report

### Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and daughter in Bracknell, Berkshire. The lower two of the three floors of their house are used for childminding, with sleeping facilities on the first floor. There is an enclosed garden for outdoor play. Local facilities are within walking distance, such as parks, schools and shops. The childminder is able to take and collect children from local schools and pre-schools. There are currently three children on roll; of these, two are in the early years age range.

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

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

- improve the partnerships with other professionals who also care for the children attending, by sharing information about children's learning and development.

### Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children play happily and have fun. They benefit from a broad range of toys and activities that promote their learning in all areas. The childminder interacts well with children as they play. She promotes their early language through effective communication, reading stories and singing rhymes.

Children thoroughly enjoy a sensory game with rice. They are offered a broad range of resources to explore with, including wooden and metal spoons, jugs, egg cups and sieves. The childminder talks to the children about the smell and texture of the rice and how it slips through their fingers. After the activity they listen to the sounds as they sweep the rice up from the floor. These experiences help to encourage children's listening skills, language development and sensory awareness.

The childminder uses her written observations to compile a development record for the children and complements this with photographs and explanations for parents. For example, she describes the meaning of early years concepts such as schemas. She writes the thoughts of children into these records too. For example, a child describes that he was 'decorating a biscuit and had to squeeze the tube hard'. The childminder's clear observations of children's achievements enable her to plan for their future progress, and through her tracking, she has a good understanding of children's next steps. As a result,

children are making good progress in relation to their starting points.

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

Children are happy in the childminder's care as her home is welcoming and inclusive. They demonstrate that they are learning the important skills that prepare them for the next stages in their learning. They can access their toys easily, which means they can make choices about what they want to play with. The childminder interacts warmly with the children as they play; for example she offers cuddles as they read books together. Children are content to snuggle up with her, and therefore demonstrate that they feel safe, happy and content.

Children behave extremely well. They understand their routines and happily help to tidy up after activities, during which time the childminder explains about the importance of making the floor safe for them to play on. This promotes children's awareness of their safety. Children benefit from regular opportunities to play outside in the garden and on outings. These include walks and visits to the park and toddler groups. Children therefore have good opportunities for fresh air, physical exercise and socialisation with other children.

The childminder has completed food hygiene training. She provides meals and snacks for the children, in consultation with parents; she understands children's dietary needs and allergies, which she adheres to at all times. At snack time children enjoy their milk, breadsticks, banana and raisins. They talk with the childminder about who has the 'biggest' or 'smallest' breadstick, which helps to enhance their learning. The childminder understands and promotes children's routines effectively. For example, they sleep when they need to, and wake refreshed and ready to resume their play.

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

The childminder has a strong knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She uses her previous experience of working with children to support children's individual needs very well. The childminder effectively demonstrates her responsibilities to safeguard children and understands the procedures to take should she have a concern about a child in her care. She has completed child protection training previously and has updated this knowledge since registering as a childminder. The childminder adheres to her clear policies and shares these with parents. They sign to acknowledge these and therefore understand the procedures in place that support their children's health, well-being and safety. The childminder regularly reviews her robust risk assessment of her home, and also completes risk assessments for outings. As a result, children can play safely in her care.

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She plans effectively for children's

learning and demonstrates a good knowledge of their interests and routines. The childminder invites and encourages parents to be part of their children's development records. This means that she builds an effective partnership with parents, promotes home to setting learning and keeps herself up-to-date with children's interests. The childminder meets with parents to find about their children, prior to them starting with her. She uses this information to plan for their settling in. Her effective observational assessments mean that she plans well for children's next steps. As a result, children make good progress in relation to their starting points.

Parents are positive about the care the childminder provides and state that their children are happy and settle well. Children's progress is shared through regular verbal feedback and a learning journal. Partnerships with others, such as staff at nursery, support the care children receive from other professionals. However, the childminder has not yet extended this further, by sharing her observations of children's learning and her views of their achievements.

The childminder has evaluated her provision well. She is confident in highlighting the strengths of her provision and what she intends to improve in the future. This includes the identification of further training opportunities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	EY463597
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	928892
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

