

Inspection date	27/01/2014
Previous inspection date	19/03/2013

The quality and standards of the early years provision	This inspection:	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		2

The quality and standards of the early years provision

This provision is good

- The childminder is extremely well organised. Consequently, she maintains a safe and secure environment where children's individual needs are successfully met.
- The childminder works effectively in partnership with parents to provide a reassuring environment where children feel confident, secure and settled. Consequently children's emotional well-being is promoted well.
- Children thrive in the childminder's care and make good progress in their learning and development.
- The childminder encourages children's communication and language skills well by talking to them as they play and explaining what they are doing. This helps children develop the vocabulary they need to express themselves when ready.

It is not yet outstanding because

- Some resources, such as a selection of art materials, are not readily available or visible so that children can choose them to fully extend their ideas if they want to.

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 indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's records, the childminder's policies and procedures and regulatory documentation.
- The inspector examined questionnaires and letters completed by parents.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two children in Sandhurst, Berkshire. The home is close to shops, parks, schools and public transport links. Downstairs is mainly used for childminding with sleeping and toilet facilities located upstairs. There is a garden available for outside play. The family has two cats. The childminder cares for children weekdays and at the weekend. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll; of these, two are in the early years age group. The childminder also offers care to children aged up to 11 years. The childminder collects children from the local school and attends several toddler groups on a regular basis.

What the setting needs to do to improve further

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

- develop further opportunities for children to explore their own ideas and creativity by reviewing how resources are stored so that children can more easily see what is available and be prompted to use them to extend their play or art.

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. The childminder teaches children well and inspires future learning. The childminder understands how children learn and uses development guidance well to support her in her work. The childminder consistently and thoroughly monitors children's progression. She creates detailed records of their achievements with written observations and photographs. She shares these records with parents and encourages them to contribute. This values parents and the importance of children's experiences at home. The childminder is fully aware of the requirement to complete progress checks for children aged between two and three years. She understands the importance of sharing these records with parents and working with parents and other agencies to support children who need additional help.

The childminder gathers plenty of information from parents. This helps her get to know children well. She encourages parents to tell her what children are doing at home so that she can build on this and understand what children are saying. For example, 'Mummy, Nana, bus', is easily recognised and provides an opportunity for the childminder to encourage further conversations about a weekend trip on the bus. Consequently, the childminder builds on children's emerging language skills because she appreciates what they say then provides them with the vocabulary to develop this further. The childminder

easily introduces counting, shapes and colours during children's play and everyday routines. For example, they count as they climb the stairs and sort objects in the craft tray. Children thoroughly enjoy hunting for objects hidden in a large tray of colour rice. They explore the texture and feel of the rice as it runs through their fingers and learn to carefully scoop the rice with a spoon. The childminder teaches children how to use a funnel and place it in the neck of a bottle so they can fill it more easily. She then suggests putting a lid on a container filled with rice and listening to the sound it makes. The childminder carefully plans activities and children's learning so she is ready to extend them as they explore. Children benefit from effective teaching. Consequently, they receive continually challenge and progress well.

The childminder stores most of her resources at low-level so that children can help themselves whenever they want to. She has crayons and tissue paper ready on a small table so children can decorate pictures. The childminder explains how these will become dragon and horse masks to link with activities for Chinese New Year. The childminder has a wide range of creative materials available. However, most are stored in a cupboard out of children's sight. Consequently, they do not have the option to use materials other than tissue paper or crayons to decorate their pictures or use imaginatively to develop their own ideas freely. In the garden, the childminder is beginning to consider how she can encourage children's creativity and free expression further. For instance, by introducing wooden logs and larger building materials so they can construct their own designs freely. Overall, children benefit from the childminder's enthusiasm and creative ideas. These provide them with lots of opportunities to explore different textures and consistencies, such as water, bubbles, foam and a mix of cornflour and water.

Children's learning in all areas is well supported. All ages develop their technology skills as they manoeuvre remote controlled cars, operate simple computer programmes or turn equipment on or off. They learn about the world around them when they take trips around their local environment. The childminder teaches children to take care of living things when creating a garden and watering plants. Children investigate life cycles when growing plants and nurturing caterpillars to maturity then releasing butterflies as they emerge from their cocoon. Children benefit from a broad range of varied experiences, which provides them with good opportunities to learn and be inspired.

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

Children forge strong bonds with the childminder. They benefit from the nurturing and secure environment she provides. They seek her reassurance when unsure then confidently return to their play after a smile and a few comforting words. The childminder helps children to behave well because she provides them with clear and consistent boundaries as well as lots of praise and encouragement. They know they need to take their shoes off and hang their coats up when they enter the home. The childminder explains that she has added each child's picture and name card to coat hooks to help children become familiar with the routine in preparation for starting pre-school. The childminder is mindful of the next stage in each child's learning. Consequently, she helps them become confident with their own abilities and prepared for something new. They

regularly attend pre-school groups, which broadens their experiences as well as familiarising them with different environments and social situations. The childminder also invites parents to join her. Consequently, children, parents and the childminder benefit from this inclusive approach to learning and working together.

Children have plenty of toys to explore and support their all round development. There are baskets with exciting objects to investigate, construction sets to build and resources to promote pretend play, such as vegetables in the play kitchen and road signs to manoeuvre around. Children's physical development is supported well as they learn to handle different materials, tools and objects. Children gain confidence and competence in using their bodies. They learn to climb the stairs safely by holding on to the banisters and balancing on the step stool so they can reach the basin to wash their hands. The childminder help children's become increasingly independent in managing tasks for themselves and developing good personal care habits.

Children enjoy a healthy lifestyle with the childminder. She encourages parents to provide healthy lunch boxes and makes sure children have plenty of drinks. She is fully aware of dietary needs so that when she introduces cooking activities these comply with individual requirements. The childminder promotes children's safety well. For example, when they go on outings she teaches children about road safety and in the home they practise the fire drill. Consequently, children learn what they need to do to stay safe.

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

The childminder is extremely enthusiastic and keen to provide high quality care for children. She is well organised and has a clear understanding of the Statutory Framework for the Early Years Foundation Stage. The inspection took place following an incident where the childminder did not notify the appropriate authorities of a potential child protection incident. Ofsted issued the childminder with a notice to improve. The inspection found that the childminder has since updated her policy and procedures and reviewed her understanding of what to do. Consequently her understanding of child protection issues and the arrangements for safeguarding children are good.

The childminder places a high priority on keeping children safe and maintaining a secure home environment. Consequently, children are easily supervised and play happily. The childminder completes comprehensive risk assessments for her home and outings. This helps her identify possible hazards and take effective steps to keep children safe. All the required documentation is in place. This provides the childminder with the information she needs to meet children's individual needs.

The childminder regularly evaluates her practice and demonstrates an extremely enthusiastic approach to maintaining continuous improvement. She frequently reviews early years guidance and her practice. This helps her recognise how successful activities are and what she can do to improve children's experiences. For example, she introduced puppets to promote storytelling and encourage children to talk about their feelings. The

childminder addressed the recommendations raised at the last inspection, for example, by liaising more closely with parents to help promote children's positive behaviour. The childminder evaluates her resources and has taken clear steps overall to make them more accessible. For example, she has photos of some of the resources stored in her cupboards to remind children of what is in there and include them in their choice of what to do.

The childminder successfully works in partnership with parents. She provides them with a wide range of information about her daily practice, children's activities and routines. She creates an effective two-way flow of information which means parents are fully involved in the care and learning they receive. The childminder gathers the views of parents through regular discussions and questionnaires. Parents are very happy. They comment on how much their children like attending, the varied activities they enjoy and the good progress they are making. The childminder is fully aware of the importance of working with other agencies and settings children attend in order to provide them with continuity and meet their individual needs.

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	EY442690
Local authority	Bracknell Forest
Inspection number	942824
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	19/03/2013
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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