

## Inspection date

Previous inspection date

20/03/2014

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 form positive relationships with the childminder and they enjoy the activities and play experiences on offer.
- The childminder monitors children's progress closely and identifies their learning needs accurately. She is proactive in seeking further advice about children's progress when needed.
- Secure partnerships with parents and outside agencies result in consistent support for children.
- The childminder demonstrates a strong commitment to developing her practice and childminding service through attending further training.

### It is not yet outstanding because

- The childminder does not always consistently promote children's developing self-care skills.
- The childminder has not fully considered ways to raise children's awareness of their own and each other's backgrounds.

## 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's activities, play experiences and their interaction with the childminder.
- The inspector viewed all areas of the home, including the garden.
- The inspector sampled a selection of documentation, including children's records, the childminder's written self-evaluation and policies.
- The inspector took account of the views of parents through written feedback from them and parental questionnaires.
- The inspector spoke to the childminder at appropriate times about her work and interacted with the children present.

## Inspector

Sheena Bankier

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and young child in Bracknell, Berkshire. The downstairs of the childminder's home is mainly used for childminding with access to the first floor for sleeping and toilet facilities. There is an enclosed garden for outdoor play. The childminder occasionally works with an assistant.

Local facilities are within walking driving distance, such as parks, schools and shops. The childminder is able to take children to and collect them from local schools and pre-schools. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll in the early years age group.

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

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

- enhance children's self-care skills further, such as by encouraging them to begin to clean their own hands
- enhance children's awareness of their own and each others individual backgrounds, for example, by providing resources and experiences that reflect the diversity of children attending.

## Inspection judgements

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

The childminder obtains good information from parents about their children's individual needs and level of development at the time of entry to her setting. In addition, she carries out observations while children settle in. As a result, the childminder establishes children's starting points effectively. She carries out regular observations and tracks children's progress closely. The childminder plans, using topics and themes along with her identified next steps of learning for each child. This securely tailors children's learning to their individual needs. She is proactive in seeking further advice and support where she identifies children are not making progress in line with age related expectations. The childminder works with parents and other professionals to support children consistently, which enables them to make good progress in relation to their starting points.

Children enjoy the activities and become excited and interested in taking part, which demonstrates children are motivated and active learners. For example, children enjoy the 'song bag' and enjoy taking out toys to make choices of songs and rhymes. The action

songs support children in developing their listening skills as they pretend to 'sleep', 'wake up' and 'hop' and then 'stop'. The childminder encourages children to explore and investigate sensory mediums, such as dried coloured rice and pasta. As she adds items, such as pots, bowls, spoons and cars, the childminder talks to the children about these items. This helps to promote their language skills through play effectively. Children develop their small physical skills well as they use spoons to scoop and stir the rice and pasta. The childminder supports children's developing mathematical understanding by encouraging children to match the colour of the pasta to a corresponding bowl and by counting with the children. Children benefit from regular outings to social group activities, where they grow in confidence as they interact with a wider group of adults and children. Daily outdoor play promotes children's large physical skills as they use the local parks and garden.

The childminder uses visual picture cards to support children's language and communication skills. This particularly supports children learning English as an additional language, and those with additional need. She takes on board advice from professionals to support children's progress and puts this into practice in her interactions with the children. For instance, she gets down at the same level as the children when talking to them and uses single words and simple sentences. As a result, the childminder supports children consistently to develop skills for their future learning.

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

Children demonstrate they feel safe and secure in the childminder's care. For example, they happily go and sit on her lap and relax by leaning against her to enjoy a cuddle. This reflects they form positive relationships with the childminder. The childminder offers good settling-in arrangements with visits offered prior to children starting. She gains effective information about children's individual needs, routines and background. As a result, she meets children's needs constantly. The childminder manages children's behaviour consistently and provides equal and fair boundaries to all children. She encourages children's developing understanding of sharing and turn taking. Children receive plenty of praise and encouragement, which promotes their self-esteem and confidence effectively. They are beginning to learn about safety as they regularly practise the evacuation procedure.

The childminder provides a welcoming and inviting environment to children overall. However, she has not fully considered how to reflect the children's diverse backgrounds to raise their awareness of themselves as individuals and each other. The childminder provides age and stage appropriate toys and resources that are easily accessible to children to enable them to make independent play choices. Children benefit from plenty of fresh air as they spend time outdoors daily as the childminder walks to local facilities. They develop their muscles and coordination as the childminder provides physical play equipment both indoors and outside. For instance, children enjoy the ride-on toys indoors and learn to propel themselves along the floor.

Children develop healthy tastes as the childminder provides good quality home prepared

and cooked meals, such as home made butternut soup. They develop their independent skills as they learn to use cutlery to feed themselves. The childminder encourages children to try to do things for themselves, such as starting to help put their shoes on. However, she does not always promote their developing self-care skills consistently. For instance, the childminder does not always encourage young children to clean their own hands and does this for them instead of allowing children time to try to do this.

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

The childminder has a secure understanding of her responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. For instance, her assistant has a current first aid certificate and there is a format in place for parents to give written permission for the assistant to have sole care of children if required. The childminder has a secure knowledge and understanding of safeguarding issues. She follows good practice measures, such as recording children's existing injuries and seeks explanations for these. In addition, the childminder implements her mobile phone policy thoroughly and explains this clearly to visitors on arrival. She has appropriate safety equipment, such as safety gates and carries out risk assessments of her home and outings. As a result, she actively identifies and minimises potential hazards to children in and outside of her home. The childminder demonstrates a secure understanding of the learning and development requirements. She has begun to complete required progress checks for two-year-old children. These accurately identify children's current stage of progress and areas where children require further support.

Parents receive thorough information about the childminder's service, such as a copy of her written policies and procedures. They benefit from daily verbal and written feedback about their children's day and progress to keep them well informed. Parents' comments reflect they have a positive opinion of the childminder's service. For instance, they state they are 'very happy with the care' she provides and that the childminder's home 'is always welcoming, safe, clean and well-organised'. Effective partnerships with other professionals and agencies support and promote children's individual care and learning needs successfully.

The childminder has a positive attitude to developing her practice through attending further training. For example, she has attended extensive safeguarding training and a behaviour management workshop. As a result, she reinforces her knowledge and understanding of good practices. The childminder has completed a written self-evaluation, which clearly reflects the positive and strong aspects of her service. She has encouraged parents to feedback their views and opinions through the completion of questionnaires to support her self-evaluation securely. The childminder demonstrates a good capacity to maintain continuous improvements in the future.

### **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

<b>Unique reference number</b>	EY465449
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	933629
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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