

Inspection date	31/03/2014
Previous inspection date	20/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has a clear understanding of how children learn. Her knowledge and support is highly effective in enabling children to make excellent progress with their learning and development.
- Children thrive within the childminder's care. Their behaviour is exemplary and they play amicably together.
- The childminder organises her home exceptionally well to provide children with a highly stimulating learning environment. Overall, children have excellent opportunities to play and learn both indoors and outside.
- The childminder has excellent relationships with parents and works closely in partnership to ensure consistency in meeting children's individual needs.
- The childminder's ongoing drive for continuous improvement is outstanding. She is proactive in attending training to continually further her own knowledge to improve outcomes for children.

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 play both indoors and outside.
- The inspector discussed the childminder's practice with her.
- The inspector sampled the childminder's documentation, including children's learning records.
- The inspector took into account the written views of parents.

Inspector

Cathy Hill

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and three children in Owlsmoor, Sandhurst, Berkshire. The ground floor of the home is used for childminding activities with toilet facilities on the first floor. There is a garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children 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:

- consider extending displays of print outside into the play house to further enhance children's awareness of words during daily play.

Inspection judgements

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

Children thoroughly enjoy themselves and flourish as they take part in a varied and exciting range of activities which stimulate and interest them. The childminder has an excellent awareness of how children learn. She is extremely vigilant to all children say and do. This means she quickly identifies children's interests, areas where they excel and also where they may have difficulties. Children benefit significantly from the childminder's attention to their individual needs as it allows her to plan effectively for their development. The childminder recognises the importance of involving parents in children's learning. She obtains information from them about children's starting points and shares learning records with them so they are kept fully up to date with how their child is progressing. The childminder maintains detailed learning records for children with both photographic and written evidence of their achievements. Parents also contribute information about home activities to the records so they provide a detailed picture of children's learning. The childminder completes a written progress check on two-year-old children and she tracks children's learning. This enables her to plan activities to develop children's skills in all learning areas so they are exceptionally well prepared for the next stages in their education.

Children are extremely confident and at ease in the childminder's home. They are motivated and eager to learn through play, both with others and through independent exploration. The childminder provides children with excellent opportunities for free play. She also plans weekly activities linked to a variety of topics during the year, such as patterns and friends, opposites and feelings, insects and gardens and school and families. Children are able to learn, for example, about the natural world during a visit to a sea life

centre and about their local community and transport on a bus trip to town. The childminder joins children in play and skilfully challenges and extends their learning through discussion, demonstration and the use of questions to make them think. Children enthusiastically sit with the childminder to play with a farm set. Children are very articulate and conversation flows freely as they play. The childminder encourages them to get out the play figures to find the figures for the farm set. They pick up a figure which they recognise is a doctor and the childminder asks them if a doctor works on a farm and they immediately say, 'no, in a hospital'. Discussion follows about different animals and children talk about spiders and how they eat flies. They humorously act out a spider gobbling up a fly and the childminder builds on children's interest to talk to them about the number of legs a spider has. Children then crawl around like a spider towards the childminder and they chuckle loudly as the childminder playfully tickles them.

The childminder fosters children's interest in literature as she shares books with children and they have free access to a variety of books set out at their level. The indoor environment is rich in print, for example, with resource boxes labelled with words and pictures, children's name cards, house rules and number balloons on display. This effectively supports children's understanding of words and numbers and print carrying meaning. The childminder also displays large sponge numbers outside together with some word labels, although the word labels are limited to the growing area. Children enjoy taking on the role of teacher as they ask the childminder what some of the numbers are. They then congratulate her by saying, 'well done' when she reads the numbers to them. Children show a clear understanding of the use of technology and how things work as they press buttons on a disc player to listen to rhymes being sung. They each take a microphone and sway their bodies to the sound of the music as the childminder encourages them to join in with the words. The childminder engages children successfully in a wide variety of activities as she makes learning fun. Her subtlety and skilful and excellent use of opportunities during play promotes ongoing learning and children have a fantastic time in her care.

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

Children have a very strong bond with the childminder and readily turn to her for support showing that secure trusting relationships are in place. The childminder arranges settling-in visits to meet individual children's needs. She gathers information from parents about children's likes/dislikes and comfort items to enable her to plan her home environment with resources that help children settle smoothly into her care. Children are familiar with the childminder's home and move confidently around. They feel a sense of belonging as they see their name cards on display as they self-register and on the hook by their towel. Children flourish as a result of the loving, sensitive support they receive from the childminder. Their behaviour is exemplary as they engross themselves in purposeful play and they have high self-esteem owing to the praise and encouragement lavished on them. The childminder provides an excellent, stimulating, welcoming and child-friendly environment for children's care, learning and play. Children develop their future skills through play with a wide variety of high quality resources made from both natural and manmade materials. The childminder is proactive in making resources which appeal to

children and which support them with their development.

The childminder's policies and procedures support children's developing understanding of a healthy lifestyle effectively. Children understand and follow routine hygiene practice as they wash their hands before eating. They independently select a plate and cutlery and settle themselves patiently at the table ready for snack. The childminder works in partnership with parents to meet children's dietary needs. She promotes healthy eating by providing children with a varied, balanced diet. Children have healthy appetites and competently use their fork to pick up pieces of fruit, such as strawberry, banana and grape. They understand they have to keep their teeth clean 'in case they fall out'. Children enthusiastically play outside in the fresh air where they have excellent opportunities to develop healthy bodies through exercise. They show balance and coordination as they ride on wheeled toys and enjoy themselves as they use the momentum of moving their body to make themselves go back and forth on a rocker. Children understand how to keep themselves safe by holding the handles of the rocker. They confidently share their understanding of safety as they talk about wearing glasses during water play so they do not get water in their eyes and also understand people wear glasses when sunny. Children learn about road safety when out with the childminder. The childminder also plans activities linked to her topic of safety and keeping fit to strengthen children's learning in these areas.

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

The childminder has an excellent understanding of her responsibilities in meeting the Statutory framework for the Early Years Foundation Stage. Children receive high quality care and learning experiences as a result of the childminder's dedication and enthusiasm to meeting their individual needs. The childminder has a secure understanding of safeguarding procedures and updates her training on a regular basis. She risk assesses both her home and outings to identify and minimise hazards so she can keep children safe. All adult household members are vetted and the childminder maintains a record of visitors to her home. The childminder fully understands the importance of working in partnership with parents and others. She has excellent relationships with parents and shares detailed information with them about her practice and their children's development. Parents are effusive in their praise of the childminder and state they find her 'level of communication is brilliant' and that she is 'brilliant' and 'the care provided is excellent'.

The childminder has a comprehensively detailed range of documentation to support her practice. She monitors children's learning on an ongoing basis, regularly updating her records to show their progression in all areas. The childminder is extremely enthusiastic and is highly motivated to continually move her practice forward through continuous improvement. She is proactive in seeking out information and attending training to further develop her knowledge and understanding of children's specific development needs to enable her to provide them with high levels of support. The childminder has completed a detailed evaluation of her provision and has made numerous improvements since her last inspection. She has fully addressed all previous recommendations which related to

evaluation, observation and assessment, communication with parents and developing children's understanding of differences. The childminder has also continued with her professional development by attending various training and is currently in the process of training for a recognised childcare qualification at level 3. She has found that training has increased her confidence, refreshed her thinking and given her a new outlook on her childminding practice and how she can develop it further.

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	EY365053
Local authority	Bracknell Forest
Inspection number	815513
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	20/03/2009
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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