

Inspection date

Previous inspection date

26/06/2014

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 has a good understanding of how children learn. Children make good progress as a result of the effective support they receive.
- The childminder provides a dedicated play room and children have access to a wide and varied range of resources and activities, which promote learning in all areas.
- The childminder fosters secure and trusting relationships with children. They are happy, settled and relaxed in her care.
- The childminder evaluates her practice well and demonstrates a strong commitment to continually developing her practice to improve the outcomes for children.

It is not yet outstanding because

- The childminder does not maximise all opportunities to promote children's feelings of self-worth and self-confidence as well as possible in her learning environment and place a consistently sharp focus on children's personal, social and emotional development.
- Opportunities are not always maximised for children to develop their awareness of key words, letters and numbers in the outside environment and strengthen their understanding that print carries meaning.

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 the childminder and the children engaged in activities together.
- The inspector held discussions with the childminder about her practice.
- The inspector sampled a range of records, policies and procedures.
- The inspector took into account the written views of parents.
- The inspector checked evidence of qualifications and suitability of the childminder and adult members of the household.

Inspector

Hazel Stuart-Buddery

Full report

Information about the setting

The childminder registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and son in Bracknell, Berkshire. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder attends the local toddler group. She visits the shops and park on a regular basis. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of session. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holiday and family holiday.

What the setting needs to do to improve further

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

- promote children's self-confidence and self-awareness through displaying pictures of children and their families to further enhance their sense of belonging to prompt discussions about themselves and their families
- maximise children's opportunities to learn about words and numbers; for example, through visual displays outside.

Inspection judgements

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

The childminder provides a wide range of good quality, age appropriate resources and equipment that supports children's progress towards the early learning goals. She has a good understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder has good procedures in place to help children settle quickly. For example, children attend with their parents for a couple of visits and then gradually extend the time they spend with the childminder. As a result, children are happy, settled and relaxed, so are ready to learn through play. Babies move around the home confidently and spontaneously explore resources that are readily accessible to them as they begin to determine their own learning. Children thoroughly enjoy the time with the childminder and her teaching helps them to enhance their knowledge and understanding. For example, the childminder encourages children to explore the musical instruments, which they do with interest. The childminder teaches them how to hold and play the instrument and demonstrates with a Chinese drum. Children watch carefully. They are handed the drum and they move their arm and hands from side to side. Their eyes open wide with amazement as they listen to the noise the drum makes and smile happily, as they receive lots of praise from the childminder. This positive approach from the

childminder encourages children to have a go, which promotes their development well.

Children enjoy singing nursery rhymes. The childminder sings to the children and encourages them to join in the actions and move their bodies back and forth. Older children join in enthusiastically and younger children watch with interest and jig around as they listen. Younger children explore the bell shakers, they use their hands and mouths to feel the different textures and smile happily, as they move their bodies, which makes the shaker, ring the bells. They receive lots of praise from the childminder, which builds their confidence. The childminder encourages children's interest in literacy and an awareness of words as she provides a good range of books and displays key word labels in the playroom. However, there is scope to enhance the outdoor environment and strengthen children's awareness of words, letters and numbers, and gain a greater understanding that print carries meaning.

The childminder knows the children well. She completes regular observations and termly assessments that enable her to plan an individual learning programme for each child. As a result, children move on effectively in their learning and development. The childminder has a good understanding of how she will produce progress checks for children who are two-years-old when required. The quality of the childminder's teaching is good. The childminder supports children's play and development effectively. She sits on the floor with children, and constantly talks to them and narrates their play. The childminder supports children's communication skills well. She gives lots of eye contact and chats continually to children as they play. Children listen well begin to make utterances and lots of happy noises. The childminder responds to these noises positively and children begin to communicate with her. The childminder works closely with parents and observes the children to build on what they already know. For example, younger children are just beginning to pull themselves up around the furniture and like the feeling of being on their feet. The childminder encourages this newly discovered skill by providing equipment, such as walkers, to aid their development and holds their hands as they walk around the home. Consequently, this helps to prepare children for the next stage in their learning and development.

The childminder involves parents effectively in their child's learning. She obtains detailed information from parents about starting points and has regular discussions to ensure she is fully aware of current developments and abilities. This means she plans activities that take learning forward immediately. Parents are encouraged to extend children's learning at home. For example, older children are beginning to show an interest in mark making and begin using pens to mark make their name. The childminder shared this development with parents who are encouraging this further at home. As a result, children have gained skills in holding pens correctly, which enables them to be prepared for the next stage in learning. This demonstrates how effectively a joined-up approach can benefit children's development.

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

The childminder creates a warm, welcoming and child-friendly environment in which children feel safe and secure, so they engage happily in their learning. She fosters good relationships with the children and strong bonds are formed. These bonds give the children confidence to try new things. For example, young children spontaneously reach out to the childminder and try hard to pull themselves up. The childminder responds quickly to their needs and helps them to their feet. The children use their knees to bounce up and down and smile happily, as they gain new skills. Children demonstrate good relationships as they give each other spontaneous cuddles. The childminder helps children to learn right from wrong, as she is consistent in her positive approach to behaviour management. Children listen well to the childminder and accept happily, when she reminds them that they cannot watch the television in the morning. She gives lots of praise when children share resources. Children behave well as a result of her teaching. However, while the childminder promotes children's personal, social and emotional development well, she does not provide a consistently sharp focus in her environment on raising their feelings of self-worth and self-confidence. For example, there are no photographs of the children and their families around the environment.

The childminder promotes healthy lifestyles well. A policy is in place to encourage parents to provide healthy, balanced snacks and lunches. These are supplemented with fruit and today children enjoy oranges and bananas. The childminder teaches children to wipe their hands before eating and makes sure they do this thoroughly, so children adopt good hygiene routines. The childminder encourages older children's independence and hand control by expecting them to peel their own bananas, which they do with confidence. This expectation helps children gain skills they need for the next stage in their development.

The childminder puts the safety of children first and always supervises them in the garden. She completes risk assessments to ensure hazards are identified and quickly minimised. Appropriate seats are used to ensure children sit safely at the table. The childminder provides a wide range of age-appropriate and interesting resources that are freely available for children's selection. She clearly labels resources with words and pictures. These measures support their growing independence, which helps to prepare them for their next stage in development. She displays educational posters and key words in the playroom as well as examples of children's artwork.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Children receive good quality care and learning experiences because of the childminder's commitment to meeting their individual needs. The childminder has good systems for reviewing and monitoring children's progress. These systems enable her to help children to make good progress across all areas of learning. The childminder tracks children's achievements well, which enables her to see at a glance any gaps in their development.

The childminder demonstrates a good awareness of safeguarding children procedures. For

example, she has attended training, keeps a good range of guidance and phone numbers and she knows the sign and symptoms of abuse. She confidently explains the referral process and who she would contact if she had concerns. All adult members of the household are vetted as to their suitability to be with children. As a result, her procedures help to safeguard children effectively.

The childminder evaluates her practice well and has a comprehensive self-evaluation. She clearly identifies her strengths and areas for development to drive ongoing improvement. She involves parents and children effectively in her evaluation process. For example, six-monthly questionnaires are sent to parents to gain an understanding of how they feel about the quality of her service. The parents respond very positively and are very happy with the care and education their children receive. The childminder is keen to develop her teaching skills and plans to extend her knowledge and understanding in positive behaviour management further.

The childminder works closely with parents and adopts a joined-up approach to children's learning to enable the needs of children to be met effectively. She talks to them about her practice and provides a comprehensive range of policies and procedures, which parents have signed to acknowledge. This enables parents to understand her methods including how she works with children. The childminder is aware of the importance of working with other professionals and to establish positive relationships when required. The childminder has a full set of comprehensive, written policies and procedures to support her practice.

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	EY470234
Local authority	Bracknell Forest
Inspection number	950168
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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