

<b>Inspection date</b>	05/08/2014
Previous inspection date	28/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 successful partnership with parents means parents receive a good range of information to help them actively contribute to promoting continuity in their children's care and learning.
- The childminder promotes children's emotional well-being very well, meaning they have a very strong sense of belonging.
- Communication and language development is a key strength as children acquire skills, both verbal and non-verbal.

#### **It is not yet outstanding because**

- The childminder does not always track children's progress closely enough to further promote their next steps in all areas of learning.
- There are fewer opportunities for children to learn about and use mathematics.

## 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 in the playroom and outside learning environment, and checked the bedroom used for sleeping.
- The inspector reviewed and discussed a range of the childminder's policies and procedures and looked at the children's assessment records and planning documentation with her.
- The inspector took account of the views of the parents by speaking to some of them and reviewing their feedback forms.
- The inspector spoke to the childminder during the inspection, when appropriate.

## Inspector

Ann Gudde

## Full report

### Information about the setting

The childminder registered in 2009. She lives with her husband and two young children in Bracknell, Berkshire. The childminder lives in a town house style home. The first floor is mainly used for childminding with access to the second floor for sleeping facilities. Toilet facilities are on the ground floor. There is a fully enclosed garden available for outside play, accessible from the sitting room. The house is within walking distance of local facilities including a pre-school, primary school, shops and a park, and is near a main road and rail links. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll.

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

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

- enhance the system for tracking children's progress more accurately to further promote their next steps in all areas of learning
- develop further ways for children to learn about and use mathematics.

### Inspection judgements

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

The childminder demonstrates a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She understands how children learn and maintains a good standard of teaching, which motivates all children. The childminder knows and supports the children well when they are playing. She easily incorporates the different age ranges in every activity so each experience extends their learning. For example, during a doll washing activity, an older child used fine muscle skills to dress the doll, whilst a younger child was able to make larger movements washing them with a flannel. The childminder adapts art activities for different age groups, which provide good levels of challenge, allowing them all to create artwork appropriate to their individual age and stage of development. The childminder encourages the older children to write their names on their work. She creates a relaxed environment where the children are comfortable, enabling them to ask for help when they need it.

The childminder has a particular interest in how children acquire language skills, reviewing current information to help her provide the best teaching techniques. She often has nursery rhymes or songs playing so children can hear rhyming and rhythm in language. Children frequently excitedly join in with singing, swaying or repeating refrains of favourite

songs. This means that communication and language development is a key strength as children acquire skills, both verbal and non-verbal. The childminder provides stimulating conversation and repeats new words to children to help develop their language skills.

The childminder supports children to spend long periods engaged in interesting adult-led activities which she targets at particular areas of learning and free play. Children learn to play alongside others with support from the childminder, who provides high levels of encouragement to children as individuals. The childminder expanded the children's interest in a story about a caterpillar by purchasing butterfly eggs. The life cycle of the butterflies stimulated a variety of activities expanding the children's knowledge of the world. Activities such as these encourage children to listen, cooperate and to have fun as they learn. This also helps them to think critically about what they are doing, and encourages children to join in or explore independently.

The childminder plans a wide range of activities and completes comprehensive written observations and photographs. She uses her observations to identify children's next steps in learning and inform her planning. This system clearly shows children's starting points and the progress they make. However, the childminder does not regularly track their learning more frequently to ensure she closely monitors any potential gaps in their learning. Using her planning, the childminder ensures that she is providing activities and experiences that, overall, help children make effective progress in all seven areas of learning. As a result, children are confident, enthusiastic and well motivated. The childminder completes a written progress check for two-year-old children in cooperation with their parents to identify where children are at in their learning and the next steps to support their ongoing development.

The childminder provides a very welcoming and child-friendly environment. She encourages children to make independent choices in their own play by arranging quality resources in labelled boxes at a low level in the playroom. This encourages children's self-confidence, allowing them to follow their interests. This also supports children to learn that print has meaning, increasing their literacy development. The resources are varied and increase children's learning and development in all seven areas of learning. The childminder builds on children's previous learning. For example, she revisits looking at letters and encourages children to name them and repeat the new vocabulary they have learnt. This demonstrates that children are learning good communication, speaking and listening skills. The childminder does not support children's mathematical development as strongly as other areas of learning in their play and daily routines. Children sit comfortably on the childminder's lap as she reads them a story, engaging their interest as they turn the pages and listen to the variety of tones in her voice. For example, the childminder encourages children to repeat and make animal noises and they look at some letters in the written words.

There is an engaging selection of resources outside. This includes a small planting area where children grow tomatoes and strawberries, expanding their knowledge of the world. There is a large chalkboard where children draw faces showing expressions, written numbers and draw circles, enhancing their hand eye coordination, emotional development and mathematical skills.

The childminder regularly visits local children's groups and parks with the children. This expands their opportunities for large muscle development and encourages them to socialise in larger groups. This also develops their sense of belonging in the local community. The childminder takes children on local trips for nature exploration to extend their knowledge of the world. Children are enthusiastic, motivated learners who make good progress from their starting points in all areas of their learning and development. This helps them to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning.

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

The childminder builds good, positive relationships with parents to meet children's individual needs. This helps her to support children as they develop secure, emotional attachments with her and promotes their well-being and independence. Strong attachments with the children are evident as they cuddle her and chat happily. Children readily turn to the childminder for support, and this shows they feel safe in her care and have formed trusting relationship with her. The childminder invites the children's families to a small Christmas show. She helps the children make crowns and decorations for the show and practise singing, playing and dancing. This boosts the children's self-esteem and allows parents and grandparents to be involved in the children's life at the setting.

The childminder invites parents and their children for short initial introductory sessions, which help children become familiar with her and her home before being left alone in her care. This supports children's emotional well-being. The childminder requests information from parents about their children in an 'all about me' booklet. This includes contact details, dietary information, likes and dislikes, and permissions for outings and sharing information with other early years providers. This information helps the childminder to understand and meet the emotional, physical and social needs of children. The childminder uses a software package to contact parents regularly. This allows her to share her policies so parents are aware of her practices. She sets up a file for each child, updating it daily with photographs of the children's activities, for example, watering the tomato and strawberry plants and picking the tomatoes. Parents love this facility as they receive them on the same day as the activity, which enables meaningful conversations to follow at home in the evenings. In addition to photographs, the childminder includes any relevant comments about children's routines. Parents are also able to add relevant information about their children's needs via this system. This efficient sharing of information ensures good continuity of care for children. The childminder shares children's developmental records regularly with parents, inviting them in an evening to further share information about children's learning and development. This helps the childminder and parents to work together to meet children's needs consistently.

The childminder develops children's understanding of the importance of a healthy lifestyle. She has focused on healthy foods, helping children to create artwork of healthy options to display. This supports children to talk about the healthy foods they prefer. The childminder provides food which is healthy, including fresh fruit and vegetables for snacks and lunch. This gives children consistently positive messages regarding healthy eating choices, which

contributes to their awareness of a healthy lifestyle. The childminder encourages self-care skills appropriate to the children's age and stage of development. These include washing their hands before eating and after using the toilet. The childminder carries out children's personal care procedures discreetly and effectively to protect their well-being.

The childminder promotes diversity through a wide range of resources and celebrating festivals that are relevant to the children's families, such as Thanksgiving. She consistently implements her behaviour management policy and acts as a positive role model. For example, she encourages children to take turns, share and show concern for each other. The childminder provides children with lots of praise for their positive behaviour. This develops their self-esteem and confidence. The childminder supports children in understanding the importance of clearing away some of the resources after they have used them, to help keep the environment free from tripping hazards. This results in children learning about how to keep themselves and their friends safe. The childminder helps children learn about safety. For example, they regularly practise her fire drill procedures.

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

The childminder has a good understanding of safeguarding. A wide range of comprehensive written policies including safeguarding, risk assessments and behaviour management are available for parents to access online. As a result, parents understand how the childminder keeps their children safe. The childminder consistently implements these policies, which underpin her practice, and she reviews them every six months. The childminder fully understands what to do and who to contact if she has a child protection concern about a child in her care. She takes children's safety seriously and risk assesses her home daily, and identifies potential risks when going out in the community and during specific activities. The childminder has completed first aid and food safety training, which further promotes children's welfare. She supervises children closely and the premises are secure to ensure children can play safely. The childminder has identified and minimised any potential hazards. For example, she has a safety gate across the stairs and entrance to the kitchen to prevent children's unaccompanied access to these areas. The childminder helps children manage risks and reinforces these during a range of learning experiences.

The childminder has an effective self-evaluation process in place that enables her to identify her strengths and areas for improvement. She demonstrates a good commitment to driving improvements through identifying further training to support her in doing this. Detailed, well-organised documentation shows the educational programmes cover all seven areas of learning. The childminder's quality of teaching and the activities she provides help all children to make good progress from their starting points to when they move on to their next stage of learning. The childminder is enthusiastic and committed to improving her practice and her provision is fully inclusive and provides a safe and stimulating environment in which children thrive.

The childminder has strong relationships with parents. Children benefit significantly from

these, which promotes a joined-up approach to meeting their needs. Parents are very happy with the provision for their children. They confirm the childminder keeps them very well informed about her practice and they appreciate the daily photographs and comments about their children. Parents state 'the childminder is aware and always mindful of the children's individual needs for their development', their children are 'really happy'; 'it is a brilliant place'. As a result, parents are delighted with the care their children receive.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY391301
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	844664
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/06/2011
<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

