

Inspection date	24/09/2014
Previous inspection date	13/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 thorough understanding of the Early Years Foundation Stage. She promotes children's learning thoughtfully through their free play and structured activities, and they make good overall progress.
- The childminder works well with parents and invests time in getting to know individual children. As a result, children receive well-tailored support and activities that interest and stimulate them.
- Children's develop good communication and social skills. They learn to express themselves appropriately as they are supported in developing their vocabulary and participating in discussions.

It is not yet outstanding because

- The childminder does not have fully effective arrangements to prepare children for when they move on to other settings or to school.

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 spent time observing the childminder with children in the two main play areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of parents through their written comments.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2012. She lives with her three children in Beenham Heath near Reading in Berkshire. The whole of the house is used for childminding and the enclosed back garden is available for outside play. The childminder makes use of local facilities, such as parks and toddler groups. She can take and collect children from local schools. The family has two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently looking after one child, who is in the early years age range, on a part-time 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 the support for children's emotional well-being by sensitively preparing them for moving on to other settings or to school.

Inspection judgements

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

The childminder's thorough knowledge of the Early Years Foundation Stage helps her to effectively support children in making good progress. They receive consistent support that enables them to develop many skills and positive attitudes for future learning. The childminder observes children as they play, frequently noting their current interests. She uses these observations to assess children's progress and to plan the next steps in their learning. This effective assessment enables her to complete the progress check for two-year-old children. Consequently, children use resources, and take part in activities, that capture their attention and promote their development across all seven areas of learning.

The childminder rotates resources to offer children varied and exciting experiences. This successfully retains their enthusiasm for learning. Children enjoy spending time with the childminder, who interacts and communicates with them well. She joins in the children's play, offering support and encouragement. The childminder understands that children learn best through play and first-hand experiences. For example, during a baking activity she encourages them to feel the texture of flour, roll out the dough and use shape cutters to make different biscuits. In addition, the childminder encourages children to recognise different shapes and name colours during the context of their play. This effectively promotes their early mathematical development and physical skills. Children enjoyed pressing the cutters into the dough and afterwards used trains to manoeuvre through the flour to make tracks. This helps to promote their coordination. The childminder builds on children's interest in trains to introduce simple mathematical words and concepts to support children learning to count. Consequently, children are able to compare size,

identify different shapes and learn to problem-solve.

Children participate in a wide variety of activities which promote their physical development. For example, they learn to use a range of movements. They develop skills in balance and coordination as they use large equipment at the park and an indoor play centre. Children make new friends during visits to toddler groups, music sessions and walks around the local community. This broadens their experiences and develops their social skills. Through their play, children gain respect for different cultures and learn how people celebrate individual traditions all over the world. Children use electronic and interactive toys, which introduces them to simple modern technology. Good opportunities exist for children to draw, build, paint and explore various media such as water and corn flour. This helps them to develop creative and early writing skills.

The childminder understands why partnerships with parents are important. She discusses children's daily activities, routine care needs, achievements and progress with parents as they collect their children. This means that parents are actively involved in their children's learning and gain an idea of the activities the childminder plans in order to support their progress.

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

The childminder takes time to work with parents in order to find out about children's needs, interests and abilities and to understand them each as an individual. This good understanding enables her to offer children suitable activities and to support them effectively. Children enjoy warm relationships with the childminder. They are treated as part of the family and therefore, develop good attachments. Children show that they are confident to explore the play environment. Resources are easily accessible and children are able to move freely between the two rooms. This helps to promote their self-confidence. The childminder generally offers good support for children's emotional well-being. However, she doesn't fully consider how to prepare them for their move to other settings or on to school.

The childminder takes children on outings to the local park and teaches them about the natural environment. She promotes children's awareness of safety well. She helps them to understand about road safety and how to 'stop, look and listen' before crossing the road. Children's involvement in ongoing discussions supports them in developing a good awareness of safety issues. For example, when they go to the park, they understand why it is important not to approach dogs. This helps children to develop a good understanding of risk and how to manage their own safety in the environment. Consequently, children benefit from plenty of fresh air and exercise whilst learning and having fun.

Children's behaviour is good. Consistent boundaries help children know what is expected of them. The childminder offers clear explanations, encouraging children to be considerate towards others. She also helps them with practical aspects, such as sharing and taking turns. Children are developing a positive approach to a healthy lifestyle. The childminder supports them to gain self-awareness and self-care skills, for example, washing their

hands after toileting and before meals. This helps children to learn about good personal hygiene practices through the everyday routines. She provides nutritious and balanced meals. Children learn about healthy eating as the childminder talks to them about making positive food choices. As a result, they develop a healthy attitude to food, enjoy fresh fruit and vegetables and drink water.

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

The childminder has comprehensive safeguarding arrangements. She has attended relevant training and demonstrates a good understanding of the process to follow should she have any concerns about a child in her care. Thorough risk assessments cover all areas of the home, garden and outings and are regularly reviewed. This means that children play and learn in a safe environment.

The childminder maintains a positive attitude to her work. She is committed to attending further training and carrying out research in order to develop her knowledge and practice. This has a positive impact on outcomes for children. For example, following research, the childminder has introduced more opportunities for children to engage in a wider variety of messy play activities. This extends their imagination and creativity. The childminder's practical monitoring procedures help her to assess children's progress and highlight any areas where they require additional support. The childminder also adopts a positive and honest approach to the continuous evaluation of her work. She seeks feedback from children and parents and so has a comprehensive overview of her strengths and weaknesses. She uses this to plan relevant improvements. A recent change is the introduction of enhanced assessment and monitoring procedures. These allow the childminder to more effectively plan specific activities and resources to promote individual development.

Relationships with parents are positive. The childminder speaks to them to keep them informed of the different aspects of their children's day. In addition to this, she keeps written records in children's observation journals, which provide a useful two-way flow of communication. She writes updates on children's achievements, activities and future learning goals, which help children to receive a shared approach between home and the setting. Parents speak very positively about the childminder. They feel that she promotes children's independence well and appreciate the 'lovely art projects' that are sent home. They state that they are lucky to have a caring, friendly and flexible childminder.

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. 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

Unique reference number	EY434054
Local authority	Bracknell Forest
Inspection number	963438
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	13/02/2014
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

