

Inspection date	02/10/2014
Previous inspection date	18/05/2011

The quality and standards of the early years provision	This inspection:	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 childminder is highly skilled and sensitive in helping children to form secure emotional attachments with others and herself, consequently children are happy and settled in her care.
- The childminder develops strong relationships with parents and keeps them up to date, with an effective two-way flow of information, about their children's well-being, learning and development.
- The childminder has a secure understanding of the safeguarding and welfare requirements, and this ensures children's well-being and welfare is effectively safeguarded.
- The childminder accurately evaluates her service and implements her plan for improvement to support children's ongoing learning and development.

It is not yet outstanding because

- The childminder does not always successfully use the garden to offer a stimulating learning environment to challenge children across all areas of learning.
- The childminder does not always extend children's ideas through freely using different media and materials during activities to explore colour, texture and space.

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 on the ground floor of the premises, in the garden and she undertook a joint observation with the childminder.
- The inspector talked to the childminder and children at various times throughout the inspection and looked at a sample of the children's records.
- The inspector checked evidence of suitability and qualifications of the childminder, and her self-evaluation and improvement plan.
- The inspector took account of the views of parents in the references and comments provided to the childminder.

Inspector

Sheila Harrison

Full report

Information about the setting

The childminder registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their school-aged child, and her two adult children in Bracknell, Berkshire. The childminder uses the whole of the ground floor and the rear garden for childminding. The family has three pet cats.

The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder supports children who are learning English as an additional language. She cares for children all year round from 7am to 7pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- enhance the opportunities for children to play outdoors at all times of the year to further extend their experiences and learning in all areas of learning
- increase opportunities for children to freely explore a wider range of media and materials that can be used, moved and combined in a variety of ways to enhance their creativity and expressive skills.

Inspection judgements

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

The childminder gathers detailed information from parents about their children's likes, dislikes and achievements prior to children starting with her in an 'all about me' sheet. The information gathered contributes to the childminder's precise and systematic observation and assessments of children's development. This allows the childminder to plan and provide activities that reflect children's interests and learning styles. The childminder builds on what children already know and can do, so they are suitably challenged. For example, children enjoy completing a range of jigsaw puzzles that have different degrees of difficulty. Children are working comfortably within the appropriate development range expected for their age and are, therefore, making good progress in their learning.

The childminder effectively supports children's good development in their communication

and language skills. Children choose from a wide range of story books and there is much fun and laughter as they eagerly turn the page of a favourite book to find out what animal pops up. They enjoy naming and making the animal noises and can make different animals as the pages divide in the middle. The childminder has obtained from parents books and words in their children's home languages, and she encourages children to talk about the pictures. This helps them feel their home language is valued and important. This good playful teaching ensures children are ready for the next stage of their learning and eventually ready for school.

The childminder provides a rich play environment indoors where children can independently access a good range of resources. For example, she introduces a printing activity and children enjoy using corks dipped in paint to make patterns. They eagerly make marks, recognise the different colours of the paint, and competently hold the cork. However, the childminder often uses pre-drawn sheets for children to complete and this limits the ways in which children can explore, experiment and express their creativity with stimulating materials. The childminder provides opportunities for children to use her garden for outdoor play during the better weather. They play imaginatively in the playhouse and engage in physical play activities to increase their balance and coordination skills. During the colder months, the childminder takes children to local parks to aid their physical development. However, she has not fully considered how she could make better use of the garden in all weather to further enhance children's experiences and learning across all the areas of learning.

The childminder works closely with parents regularly discussing the children's development with them and at home. Parents have easy access to the childminder's observations, accurate assessments of the children's development and the suggested next steps through the internet based recording system. The childminder completes the required progress check for children aged between two and three years, and parents are fully involved in this process. This effectively supports the childminder's close relationship with the parents and enables parents to be fully engaged in their child's learning at home.

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

Children are happy and relaxed within the welcoming environment that the childminder provides. Good settling-in procedures help children make secure attachments with the childminder. This effective emotional support helps them to settle quickly and enjoy their learning. The childminder gains valuable information from the parents and this leads to a deep understanding on the children's likes, dislikes and preferences in their care routines. The childminder is gentle and kind, and praises the children appropriately. Children are encouraged to share their toys and the childminder provides extra resources to avoid any frustrations developing. They are sensitively supported to be considerate to the other children and the family pets. The childminder urges children to tidy up the toys before getting out many more, therefore, giving them a sense of responsibility and fostering their good behaviour.

The childminder supports young children to become independent by encouraging them to help in their personal care tasks. Children know the nappy changing routines and help by holding their clean nappies ready. They are encouraged to wipe their hands and faces at mealtimes, developing their understanding of healthy lifestyles. The childminder has a range of books to help children with life events, such as toilet training and starting school, when the time comes. This helps them to be emotionally ready for the next stage of their learning. The childminder encourages children to mix with others through visits with another childminder. They visit the local school to pick up the older children and see the premises. This helps prepare children for their move on to their next setting or to school.

Parents provide the food for their children and any uneaten food is sent home so that they are well informed of what their children have actually eaten that day. Children are encouraged to take part in social mealtimes as they all sit at the table together. They enjoy playing imaginative games of sorting of plastic fruit and vegetables, and use the toy stethoscope to pretend to hear their heart beating. This encourages children to think about healthy options and further supports their understanding of healthy lifestyles. Children have good opportunities to understand about keeping themselves safe as they move around the premises. The childminder gently reminds them about the risks and consequences of climbing on the furniture when she asks them to sit down. Children use challenging play equipment on their frequent trips to the park and this helps them take manageable risks without being fearful. As a consequence, children are learning how to keep themselves safe.

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

The childminder has a strong understanding of safeguarding and the welfare requirements. She has attended child protection training so that she is sure about the correct procedures to follow if she has concerns about a child in her care. She completes effective risk assessments on her premises and for outings to minimise possible hazards to children. This demonstrates her commitment to keeping children safe. Parents are fully informed about the care of their children while they are in her charge. They receive copies of the childminder's policies and she ensures that she has permission from the parents for the various care processes she follows, including administering medication. The childminder ensures that any information placed on the internet based recording system, giving parents details of their child's day, is fully secure and only can only be accessed by parents. The childminder demonstrates that she is able and prepared to work closely with other providers and professionals that are involved with the children. This will ensure that there is a consistent service provided and any gaps in children's progress are quickly addressed. Parents state that they are very happy with the service they and their children receive.

The childminder is keen to continually improve her knowledge and practice, to provide high quality care and education. She makes good use of the local authority support network. For example, to enhance her knowledge and skills to further develop her understanding of how children learn. She monitors the quality of the learning and

development of the children and ensures they are making good progress. The childminder is a member of a professional organisation and takes advantage of their publications and on-line courses to assist her in her role, and support her continual professional development. The childminder has successfully addressed the recommendations made at her last inspection, including developing her self-evaluation process. This process has helped produce a detailed plan to identify and address future improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY248827
Local authority	Bracknell Forest
Inspection number	843481
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	18/05/2011
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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