

<b>Inspection date</b>	10/10/2014
Previous inspection date	06/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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**

- Children settle quickly within the safe and welcoming environment. They demonstrate a strong sense of security and confidence because of the positive relationships the childminder establishes.
- The childminder has good relationships with parents and shares information regularly. This supports children to make good progress.
- The childminder effectively promotes children's welfare because she demonstrates a good understanding of her responsibility with regards to safeguarding children.
- Children make good progress because the childminder monitors children's learning successfully and plans for their individual needs.

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

- The focus on planned learning means that sometimes the childminder misses opportunities to extend children's knowledge in other areas.
- The outside area does not reflect the rich indoors environment to further enhance children's already good experiences.

## 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 viewed the premises and garden.
- The inspector observed the childminder's interaction with children.
- The inspector observed a range of documents, policies and paperwork.
- The inspector took account of views from parents.
- The inspector discussed the childminder's self-evaluation form.

## Inspector

Alison Southard

## Full report

### Information about the setting

The childminder registered in 1989. She lives with her husband and adult child in Sandhurst, Berkshire. Her husband and two daughters are registered as assistants. The family has one dog. The childminder uses most areas of the downstairs of her home for childminding, with sleep facilities upstairs. There is a fully enclosed garden for outside play. The childminder currently has eight children on roll, five of whom are in the early years age group. She walks to local schools and nurseries to take and collect children. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has a relevant childcare qualification.

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

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

- maximise opportunities to extend children's learning through incidental and unplanned activities
- enhance children's already good experiences, by considering how the rich and varied indoor environment can further be reflected in the outdoors.

### Inspection judgements

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

The childminder has a good understanding of how children learn through play. She plans activities to encompass all of the areas of learning for children to enjoy. Children are making good progress in all areas and, in some, exceed expected goals. Each child has a development folder that captures significant moments in their learning and development. The childminder enhances this further by using photographs that show children engaged in different activities. Parents stay informed about their children's progress and periodically look at their children's learning and development folder. The childminder encourages them to make comments in the folder and to feedback to her about children's achievements from home. This helps parents to become involved in their children's development and helps the childminder to plan from children's current interests. This cohesive approach to children's learning helps prepare them well for their eventual move to school, or pre-school.

The childminder uses praise and skilful questions to help children solve problems and learn. For example, she encouraged children to think about how to build a train track together to make it more exciting. The childminder continuously interacts with children. She models language effectively and encourages children to engage in conversations with

her to strengthen their communication and language skills, as they talk about their play. Children are enthusiastic learners as both babies and older children explore musical instruments and dance to music. This helps children to develop their creativity and physical skills. They display great self-esteem and confidence as they ask the childminder to watch them.

The childminder helps children to learn about mathematical language. She talks about the different sizes of animals as they count them together. Children explore technological toys by pushing buttons and excitedly wait for a response. They learn about festivals, such as Chinese New Year, and try food from different countries which helps them to learn about the world around them. They enjoy a good balance of adult-led activities along with those they initiate themselves. Occasionally, the childminder's focus on a planned activity means that she misses opportunities to extend children's learning. For example, a child was drawing a picture and sticking butterfly stickers onto it stating how much she 'loves' butterflies. The childminder did not extend the children's learning about butterflies because her focus was on the planned activity, to develop writing skills. However, she supports children's literacy development by reading stories with children which they enjoy. She also encourages children to sit and look at books independently. This helps them to gain concentration skills and to persevere in their learning.

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

Children feel very secure with the childminder. She takes care to obtain information from parents about their child's likes, dislikes and care routines to enable her to fully meet their needs. She responds to the children individually and gives meaningful praise so children feel they are special and valued. Children's behaviour is good. They behave well because they are kept occupied and supported by the childminder. Her good role-modelling and, meaningful discussions about her house rules help children to understand what is expected of them. For example, she gently reminds them that they must not run inside in case they fall. She also teaches them to take turns, share resources and to use good manners.

Children express their needs and choices, demonstrating confidence and a feeling of safety in the environment. They build positive relationships with the childminder and other children. They develop their independence and make choices about what to play with because the toys are attractively presented and easily accessible. The thoughtful range of resources and learning experiences she provides inside enhance their enjoyment and supports their all-round development. However, the outdoor environment is not as rich and varied as the indoor environment, to fully support children's all round development when in the childminder's garden.

The childminder practises routine hygiene procedures with the children. They learn the importance of hand washing and use individual towels to prevent cross infection. The childminder encourages children to develop healthy lifestyles with a good focus on outdoor activities and play. These include playing in the garden and regular trips to the local park. Children learn to take manageable risks as they use the large play equipment, for instance

when climbing and balancing. The childminder also encourages healthy eating. For example she reminded children of the benefits of eating healthily as they eat apricots and apple at snack time. The childminder gives high priority to the safety of children. For example, she carries out effective risk assessments to minimise any hazards in her home and on outings. She teaches children about road safety, ensuring the older children act as good role models to the younger children, and she regularly practises the emergency evacuation procedure with them. As a result, children are learning about how to keep themselves safe.

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

The childminder has a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She fully understands her role to safeguard children. She has attended training and has a good knowledge of child protection issues and the process to follow if she has concerns for a child's well-being. The childminder shares her written policies with parents and provides them with a detailed information pack so that they develop a good understanding of the service she provides. Three family members are registered as assistants and work with her on occasion. However, the childminder generally works alone. She further demonstrates her understanding to safeguard children in her care because she is fully aware of the need for her assistants to carry out first aid training before she leaves children alone with them.

The childminder recognises the importance of working in partnership with other professionals, where this is appropriate, to fully meet children's needs. She shares information with other settings children may attend and is aware of where to seek help for children who may need extra support. This helps the childminder to provide a cohesive approach to children's learning and development. Partnerships with parents are strong. In written feedback, parents state that their children are 'happy and loved' and that the childminder takes time to talk and listen to them. She ensures parents know about their children's day through verbal feedback and a daily communication book.

The childminder has a good understanding of her role in the monitoring of the delivery of educational programmes. She monitors and tracks children's progress, ensuring they are making good progress towards the early learning goals. She effectively carries out the progress check for children aged two by involving parents with this check to ensure an accurate assessment of their child is made.

The childminder recognises her strengths and accurately identifies areas for improvement. This ensures priorities for improvement are well targeted to benefit the children in her care and to support her in monitoring and improving the quality of children's learning experiences. The childminder sends out parent questionnaires to ensure that she considers parent's views. For example, she recently took account of parents' wishes for story time to be at different times of the day. By changing this, it now allows those children who do not stay all day to take part. She regularly attends meetings for childminders where she shares good practice ideas with others. She also helps mentor

new childminders in her role as a network childminder. This helps her to make improvements to both her own service and that of others.

### **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

<b>Unique reference number</b>	119007
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	840235
<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>	5
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/01/2009
<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

