

Inspection date	18/11/2014
Previous inspection date	29/05/2012

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 wide range of stimulating experiences, particularly walks in the countryside, contributes immensely to children's learning. Consequently, they make good progress in their development.
- Children are happy and secure because they have a warm relationship with the childminder.
- Partnerships with parents make a strong contribution to providing continuity and consistency of care and learning for all children.
- Children receive consistent and positive message about leading a safe and healthy lifestyle.

It is not yet outstanding because

- Opportunities for children to learn about and use literacy are not as well established outside as other areas of learning.
- There is scope to make the environment richer in print, to enhance children's understanding that words have 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 activities in the sitting room, kitchen and outside learning environment.
- The inspector reviewed and discussed a range of the childminder's policies and procedures, and looked at children's assessments and planning records with her.
- The inspector took account of the views of the parents by looking at some written testimonies from them.
- The inspector spoke to the childminder during the inspection, when appropriate.
- The inspector took account of the provider's self-evaluation and improvement plan.

Inspector

Ann Gudde

Full report

Information about the setting

The childminder registered in 1992. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for six children under eight at any one time. There are currently nine children on roll in the early years age group; most attend on a part-time basis. The childminder lives with her husband and two adult children in Ascot, Berkshire. The home is accessible at street level and the downstairs only is used for childminding. There is an enclosed garden for outdoor play. Local facilities, such as parks, schools and shops, are within walking and short driving distance. The childminder is able to take and collect children from local schools and pre-schools.

What the setting needs to do to improve further

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

- extend ways for children to learn about and use literacy in the outdoor environment

- strengthen further children's understanding of print and words in their environment, for example by using names and labels on storage boxes.

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 the prime and specific areas of learning. She follows children's individual interests and promotes good learning experiences, enabling them to make good progress in their learning. The childminder uses observations and assessments to inform her planning and the children's next steps. She interacts warmly with children and creates a relaxed environment where they are comfortable, enabling them to ask for help when they need it. The childminder supports children to spend time engaging in interesting, adult-led activities, which she targets at particular areas of their learning. She enhances language, communication and mathematical skills well; for example she describes what the children can see and asks questions to underpin their understanding of the activity. She encourages mathematical language and extends the children's knowledge of numbers. Using her planning, the childminder ensures that she is providing activities and experiences that help children make effective progress in all seven areas of learning. As a result, children are confident, enthusiastic and well motivated, which helps them to gain the skills, abilities and attitudes that prepare them well for the next stage in their learning.

The childminder enables children to have opportunities to play with good quality

resources, which are stored in boxes on the floor and cover the seven areas of learning. Children easily access the toys they wish to play with. This means that they have opportunities to make independent choices. However, the childminder misses some opportunities to strengthen children's understanding of print and words in their environment, for example by using names and labels on all storage boxes.

The childminder provides a good range of mark-making and craft activities to cover the range of ages of minded children. She provides a good range of games and books to encourage literacy and awareness of diversity. The childminder reads stories well, encouraging participation by children, asking open-ended questions and adding appropriate sounds. Children cuddle close to listen. Their emotional well-being is promoted very well and they have a very strong sense of belonging.

The childminder plans daily walks to local parks and woods. This promotes a healthy life style and encourages hands-on exploration of natural materials and the opportunity to observe wildlife, such as deer. Visits to the parks allow the children to use a variety of large scale physical play equipment. Consequently, children benefit from fresh air, exercise and direct experiences to enhance their understanding of the world. There is access to the garden from the playroom and children use this daily. The garden is equipped with suitable resources, which allow children to play freely. However, there are fewer opportunities in the outdoor area for children to see print or use mark making resources, to consolidate their early literacy skills.

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

The childminder develops secure, trusting relationships with the children, which means their emotional development is promoted well. She has gained a good knowledge of children's preferences and their daily routines by gathering helpful information from parents. Effective settling-in procedures, tailored to each child's needs, mean the move between home and the childminder's home is a positive experience.

Children's safety is given high priority as the childminder ensures her premises are secure. She checks all areas and activities they take part in each day, to support the children to play safely, and supervises them closely. The childminder has identified and minimised any potential hazards. For example, the glass panels in doors in the playroom have been covered by a safety plastic film to protect the children.

The childminder encourages children to be active and explore their environment, while teaching them to be safe. For example, she talks to the children about road safety, poisonous plants and nettles as they walk in the woods and to the parks. Consequently, children gain an understanding of the dangers of traffic and learn to negotiate it safely. The childminder develops children's understanding of leading a healthy lifestyle. For example, she encourages them to have fresh air and exercise daily, and she provides healthy food, including fresh fruit and vegetables. This means that children receive consistent messages regarding healthy eating choices, which contribute to their awareness of a healthy lifestyle. The childminder encourages self-care skills appropriate to the

children's age and stage of development. She carries out children's personal care procedures effectively and discretely to protect their well-being.

The childminder ensures that the children are introduced to larger group activities with their peers, when visiting other childminders. This helps to prepare young children for the move to pre-school.

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

The childminder demonstrates a very clear understanding of her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets all regulatory requirements, such as keeping records of children's details. The childminder ensures children are safeguarded effectively because she has a very good knowledge of the procedures to follow in the event of any concerns about a child in her care. She has completed safeguarding and first aid training. Her effective procedures mean that children are kept safe and are protected from harm.

The childminder has strong relationships with parents and they regularly share information, so children's individual needs are consistently met. Children benefit significantly from this joined-up approach to meeting their needs. Positive written feedback from the parents demonstrates their high regard for the childminder and the service she offers. Parents report that there is a 'home from home environment' and 'speech has come on in leaps and bounds'; they say that their children love the long walks and home-cooked meals and healthy snacks. They are delighted with the care their children receive.

The childminder has an effective self-evaluation process in place, which 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. Planning 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. Her provision is fully inclusive and provides a safe and stimulating environment in which children thrive.

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	108366
Local authority	Bracknell Forest
Inspection number	904243
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	29/05/2012
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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