

<b>Inspection date</b>	26/11/2014
Previous inspection date	19/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The childminder makes excellent use of expert teaching methods to inspire children to immerse themselves in learning. Consequently, children are highly motivated to explore and make rapid progress.
- Children's learning and development is closely monitored through precise assessment. Planning is sharply focused and leads to rapid development for children, taking account of their starting points and specific needs.
- The welfare of the children is exceptionally well promoted. This is because the childminder consistently implements highly comprehensive policies and procedures to safeguard children so that they are kept extremely safe.
- The rich, varied and stimulating environment promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.
- The childminder uses highly successful strategies to engage all parents in their children's learning and as a result, children's learning and development is maximised both at home and in the care of the childminder. The partnerships established with other settings are exemplary and help to support every child to learn and develop to the outstanding level.

## 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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and sampled policies and other records.
- The inspector discussed the self-evaluation process and how the childminder obtains the views of all the users of her setting.

## Inspector

Melissa Cox

## 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 lives with her husband and their adult children. The family live in Bracknell, Berkshire. Shops, toddler groups, a park, library and other amenities lie within walking distance. The childminder can take children to and collect them from local schools and pre-schools. A fully enclosed rear garden is available for outside play. She currently minds three children who attend 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:

- consider the use of sand timers or other resources to help extend concentration for children who find it difficult to focus their attention on a task.

### Inspection judgements

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

The childminder is a highly motivated and skilled teacher and children make outstanding progress. She uses her excellent knowledge of child development to effectively support and promote high levels of progress through activities that excite and motivate the children to learn. The childminder recognises the uniqueness of each child in her care. She helps children to settle quickly by gathering information about their interests and individual learning needs from the parents and children when they first start attending. She demonstrates an excellent understanding of the Early Years Foundation Stage and has established precise observation and assessment systems as a result. The childminder monitors children's progression extremely closely. She accurately identifies the next steps of learning for every child and plans a range of activities to support their progress towards their targets. These are closely tracked for their effectiveness to ensure that all children make equally significant gains in their learning at all times.

The childminder's quality of teaching is effective, well targeted and exceptional in every respect. The childminder expertly talks and engages in play with children, asking them open-ended questions, which encourage the children to extend their thinking. She astutely understands the needs of each child and skilfully intervenes to challenge children to think differently, explain what they are doing and discuss their feelings and views. She actively encourages children to speculate on reasons why things happen or how things change or to recall events that have happened in the past. For example, an older child talks about the visit to Windsor Castle. He confidently details the adventure they had on their day out and how exciting it was to have seen the changing of the guard. As a result, children show

that they are extremely well motivated and consistently demonstrate the characteristics of effective learning.

The childminder provides a rich, stimulating and challenging child-centred environment, which captivates children's interest and intrigues them. Children blossom as they enthusiastically participate in a wealth of inspiring activities and experiences, which the childminder makes expert use of to enhance their all-round development. She makes use of excellent strategies to engage and motivate children to explore and discover. For example, she recognises the importance of helping older children build on their skills for independent learning. She plans small tasks in the day that help them to follow instructions and motivate their own learning. While these are valuable skills for the future, the children sometimes struggle to complete these tasks as they lack the resources to support them while doing this, for example the use of timers for the children to use as a measure for time. Nevertheless, these opportunities allow children to wrestle with problems, and work happily by themselves. Children's high level of motivation and enthusiasm for learning is therefore successfully promoted by the childminder.

There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. The childminder provides a wide and varied range of activities that prompt discussion, and inspire interaction between children and adults. Toddlers are exceptionally well supported as the childminder extends their use of new words and models building sentences. For example, as she repeats what toddlers say and adds other words. She describes what she and they are doing during care routines and as they play. She keeps a full record of each and every word that a child says in order to closely track and address any gaps in their language or pronunciation. There is also a strong focus on developing children's expressive language skills through enjoying popular children's stories together, for example when children joined in the repetitive phrases in popular stories, nursery rhymes and songs. Older children confidently begin to link sounds to letters, recognise that print carries meaning and mark make with confidence. As a result, older children are extremely competent in their use of language and early literacy skills. This means that children are prepared extremely well for their move on to the next stage in their learning, such as pre-school and school.

An extensive and highly productive range of strategies engage parents in their children's learning. Parents are fully involved in the observation and assessment processes. They help to form the starting points for children and contribute towards the planned learning.

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

Children develop very secure bonds and strong emotional attachments with the childminder. She is kind, caring, and exceedingly attentive to the needs of the children, who show that they feel especially secure in her care. Prior to children starting, she visits them in their own homes to get a comprehensive idea of how to meet their needs and routines. Children are emotionally well supported during the flexible settling-in period because the childminder has thoughtfully considered strategies to help settle and comfort

based on information from their home environments. Settling in is further supported by the childminder's very calm and gentle approach. She ensures that children are happy at all times and gives them plenty of cuddles and attention to make them feel special and help them form close bonds. They clearly enjoy her company and relish the attention she gives them when she immerses herself in their play and shows much enthusiasm and joy as she laughs along with them.

Children behave very well. The childminder employs firm and consistent behaviour management techniques that are supportive of developing children's understanding of managing their own feelings and behaviour. She places a strong focus on building positive relationships with each other and group rules ensure a harmonious learning environment that is supportive of high levels of self-esteem. Children thrive because of the positive praise that the childminder offers to support their confidence and well-being. They enjoy watching the photographs on a digital display in the playroom which fosters their sense of self-worth and belonging. In addition, the childminder teaches tolerance and respect for others, which is an intrinsic part of the childminder's practice. As a result, children develop an excellent understanding about equality and diversity, feel valued and respected and develop positive attitudes in readiness for school.

Children demonstrate outstanding self-help skills from a very early age. This is because the childminder has an excellent understanding about the importance of children developing skills so they are 'school ready'. For example, children are encouraged to take on responsibilities, such as putting their own shoes on or fetching and sharing toys. Resources are of high quality and cover all the areas of learning. They are attractively displayed and easily accessible to children so they can make choices in their learning. Children learn to be safe inside the home because they follow established routines. For example, they help to tidy toys away and sit carefully at the table when eating. In this way, the youngest children naturally adopt good and safe habits of behaviour. Children practise road safety each day and take part in the planned emergency evacuation.

All children are developing a clear awareness of how to keep themselves healthy. The childminder helps children learn about positive eating habits by teaching them about foods that are healthy and those that are not healthy through exciting topic work. She talks to children about their favourite foods and encourages them to try new foods and textures. She works closely with parents by guiding them on healthy options they can provide for the children's lunchboxes. These take into account food guidelines that promote a low sugar, low salt diet. Children have a wealth of opportunities to be physically active each day both indoors and outside. They sing, dance and enjoy activity rhymes together. Regular attendance at a number of activity groups promotes children's sense of responsibility in the community as learn to sit, listen and take part in group activities. The childminder incorporates regular outdoor play and the exploration of a community park, farm, museum or walk along the river into her planning each day. Consequently, children make rapid progress in their physical development and it means they understand the importance of exercise and leading a healthy lifestyle.

The childminder has developed highly productive links with teachers in a local primary school. The excellent links that she has built up with the schoolteacher mean that she is

able to build on children's experiences that they have in school while they are with her.

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

The childminder has an excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety is of the utmost priority to the childminder, who fully demonstrates an excellent understanding of her role and responsibility to protect the children in her care. Safeguarding policies and procedures are implemented very well. The childminder has an excellent understanding of signs and symptoms that show a child may be at risk of harm, and who to report this to. Extremely comprehensive risk assessments are undertaken in the home, garden and on outings. All people who live in the childminder's home have been subject to relevant Disclosure and Barring Service checks and stringent procedures for visitors are implemented efficiently to promote the welfare of the children.

Self-evaluation is highly effective. The childminder is passionate about delivering a high quality service to children and their families. She has developed her first class practice over many years and effectively uses her expert knowledge and experience to provide high quality childcare. She continues to develop and improve her professional development by attending relevant training courses each year. She works closely with local authority advisors and is very proactive in gathering research and articles on child development to further inform her practice. The childminder's self-evaluation includes input from the parents and children. She has developed detailed and targeted plans in line with the needs of each child in order to build on her already excellent practices. This ensures continuous improvement is in line with the developmental needs of each child.

Monitoring of the educational programmes and assessments is outstanding. The childminder has an excellent overview of children's interests and needs because assessments are very detailed and accurate. She regularly reviews and monitors the planning to ensure the educational programme continues to provide a range of vibrant, creative, challenging and dynamic activities and play opportunities for children. Furthermore, the childminder's flexible and inspired planning, means that the children are highly motivated to learn and make rapid progress. As a result, children in this setting have an extremely positive experience that forms an excellent base for continued well-being, learning and development.

Children benefit from the highly effective working relationship that the childminder has with parents and others. Parents are extremely well informed about their child's care, achievements, activities and progress in the areas of learning. The childminder shares her extensive range of policies, including those related to learning and development, and the progress check for two-year-olds with parents, to underpin the professional relationship. Parents are provided with weekly plans based on the child-minder observations of children's interest and enjoy video segments of their child at play to see first-hand the fun they are having. Daily contact takes place and includes text, email and, on occasions, video conferencing to ensure that parents are a constant part of their children's lives.

Parents are extremely complimentary about the childminder and value the care provided by her. This excellent information sharing also extends to other early years settings which promotes high levels of consistency in children's learning. The childminder works in an exemplary manner with the key persons at the nurseries, playgroups and schools that children attend. With the permission of parents, she write an introductory letter explaining her role and meets with those persons in order to maintain regular contact. She promotes the use of a daily communication book so that she is up to date with any developments in the child's learning. She uses this to promote consistency of approach, especially in areas such as handwriting and phonic sounds. By working closely with other settings the childminder ensures that she helps to prepare children for any future move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	119023
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	840238
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/02/2009
<b>Telephone number</b>	

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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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