

Inspection date	12/12/2014
Previous inspection date	10/09/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- Teaching is excellent because the childminder promotes learning to young children extremely well. She provides a variety of rich, varied and imaginative learning experiences, which helps all children to make rapid improvement in their learning and prepares them very well for school.
- The childminder provides varied opportunities and consistent encouragement for children to develop their independence. Children demonstrate high self-esteem and confidence when managing tasks by themselves.
- The childminder supports children's emotional wellbeing very well and she demonstrates a good understanding of her responsibility to safeguard children.

It is not yet outstanding because

- Some facilities and equipment in the garden are not readily set up, to further support children's play, learning and enjoyment in the outdoors.

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 interactions and activities in the playroom and viewed the resources and equipment available to the children both inside and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's progress files, observations and assessments.
- The inspector looked at a selection of policies and procedures.
- The inspector gained the views of parents through their written feedback.

Inspector

Kim Andrews

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband who is also registered as her assistant and four children, all aged over fourteen years, in Bracknell, Berkshire. The whole of the ground floor of the house is used for childminding and children access the first floor to use the bathroom. There is a large dedicated playroom and a large fully-enclosed rear garden available for outside play. The childminder is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. There are currently eight children in the early years age range on roll. The childminder is a qualified nursery nurse.

What the setting needs to do to improve further

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

- ensure the facilities and equipment in the garden are readily set up and organised, to further support children's learning and development in the outdoors.

Inspection judgements

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

The childminder has an excellent knowledge and understanding of how children learn. Rich learning opportunities are devised from children's observed abilities and interests. Children show that their understanding is embedded because they can recall and discuss previous learning experiences. For example, when making a paper chain they notice the shape and say, 'It looks like S for snake'.

The childminder uses her in-depth knowledge to plan next steps in children's learning and support their progress consistently. The quality of teaching is always of a very high quality and worthy of dissemination to other providers. As a result, children make rapid improvement in their learning from their starting points. They are active learners and enjoy spending time in the childminder's care. She provides a wide range of stimulating opportunities and captures children's interests when deciding on activities and outings. For example, children observe daily changes in the weather, including daily temperatures, recording these on a chart. They talk about the seasons and look at pictures of different weather conditions, considering what they need to wear. The children appreciate lots of seasonal walks to observe the changes to trees and environments. The children enjoy looking at different leaves and the patterns formed by the leaf veins. They collect natural materials such as twigs, cones and conkers to use as mathematical resources, which they sort and count by type and size. The childminder uses conkers to make a number line and children delight to find conkers that she has hidden in the sand. The children enjoy love using their natural materials in their artwork. For example, they use shallow trays of sand

to create images and patterns using natural materials. They also add natural items to the cinnamon scented play-dough with and use this mixture to make their own patterns.

The childminder introduces the children to their local environment and provides them with real-life experiences. She promotes independence and social skills when she takes children to the local stay and play groups. Children are well motivated and very eager to join in. As a result, children are effectively challenged and inspired to learn, and they are supported to be developmentally ready for school.

The childminder assesses, monitors and tracks children's progress in detail, within all aspects of their learning. She uses her expert knowledge of each child to ensure individual priorities for children's learning are unique. As a result, planned learning takes account of children's interests, their preferred learning styles and current capabilities. Such strong practice supports children in making the best possible progress and ensures timely intervention to put additional support in place when required.

Partnerships with parents are excellent and the childminder works extremely hard to ensure that there is a shared approach to children's learning. She keeps parents fully informed of their child's progress, how they spend their time, and the priorities for their future learning. She actively encourages parents to contribute to their child's records and to share details of children's interests and achievements at home. This ensures that parents are fully involved in their child's learning, both at home and in the setting.

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

The childminder gathers very good information from parents when children first start in her care. This enables her to get to know children well and provide them with consistency in their routine, which supports children's emotional well-being effectively. As a result, children display very high levels of confidence and self-esteem, and their sense of security enables them to be fully ready and able to embrace the learning opportunities on offer for them.

The childminder helps children understand the positive ways to behave as she models good behaviour in turn taking. They know about the impact of their actions upon others and show empathy and understanding towards each other. Consequently, children behave very well.

The childminder provides a playroom that is comfortable and exciting. Children have access to a broad selection of high-quality resources and toys, which are well maintained and cover all areas of learning. However, some facilities and equipment in the garden are not readily set up. This means that opportunities for children's play, learning and enjoyment in the outdoors are not constantly available. The childminder supervises children efficiently while in her care. She knows the children well and allows them to go freely around the home, which they do confidently. The childminder is safety conscious and takes positive steps to identify hazards and minimise risks, to ensure the home is secure and safe. Children develop an appropriate understanding of safety through daily

routines. For example, they know the house rules and participate in regular fire drills. The childminder uses these occasions to discuss why certain routines are followed, in order to fully support children's understanding of how to keep safe.

Children learn well about healthy lifestyles. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Children are offered a range of healthy snacks and meals. They enjoy talking with the childminder about what they are eating and the effect food has on their bodies, successfully promoting their understanding of healthy eating. The childminder prepares children well for their next stage of learning. She encourages children's independence and resilience, and children ask for help if they need it. She prepares them with the essential self-help skills they need for starting school, such as knowing how to dress themselves. The childminder liaises well with schools and passes on relevant information to ensure a consistent approach to children's learning and development.

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

The childminder works hard to create a setting that is welcoming, motivating and safe. She has a good understanding of her responsibilities to meet the requirements of the Early Years Foundation Stage. She is fully aware of the safeguarding and welfare requirements and ensures her policies and procedures meet these requirements. The childminder shares her policies and procedures with parents, which ensures that parents are clear about her service and how she cares for their children. The childminder fully understands the importance of her role in protecting children and the procedures to follow should she have concerns about a child. Her husband occasionally assists her and she ensures that he is up to date with safeguarding procedures and with any other information it is important for him to know. She completes regular risk assessments and safety checks to ensure children can move safely and freely in their environment.

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 very strong. In written feedback, parents state that they are very confident in the childminder's abilities. Parents find her incredibly supportive, reliable and flexible, and their children are well supported as their confidence is boosted. They are extremely happy with the service that she provides.

The childminder demonstrates a good understanding of the learning and development requirements and has systems in place to monitor children's progress effectively. This enables the childminder to plan for children's individual needs well. Consequently, all children, including those with additional needs, make very good progress. The childminder demonstrates a commitment to the constant evaluation of her provision. The childminder

organises provider training regularly, where local childminders meet to develop their knowledge and share good practice. As a result, she is striving to improve her already strong understanding and provision.

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	EY381211
Local authority	Bracknell Forest
Inspection number	986336
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10/09/2009
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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