

Inspection date

1 April 2015

Previous inspection date

19 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder is enthusiastic and she motivates children to learn. As a result, children make good progress from their starting points.
- The childminder actively promotes children's confidence and self-esteem through the praise that she gives them.
- Children follow good hygiene routines and enjoy healthy snacks and meals. This helps children to learn about healthy lifestyles.
- The childminder promotes good behaviour effectively. Through gentle reminders children learn about what the childminder expects from them. Consequently, they learn to behave well.
- Partnerships with parents and other providers are strong. The childminder shares information with parents and other settings children attend. This helps to provide continuity in children's learning.
- The childminder reflects on her practice. She considers feedback from parents and children and attends regular training. This allows her to make changes where needed to maintain good standards and improve outcomes for children.

It is not yet outstanding because:

- The childminder misses some opportunities to further develop children's independence during routines.
- The rich and varied indoor environment is not fully reflected in the outdoor environment, to help strengthen children's all-round development when they are outside.

What the setting needs to do to improve further

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

- develop the outdoor area further, to reflect that of the indoors and to maximise children's learning experiences outside
- provide further opportunities for children to strengthen their independence skills, for example, by encouraging them to wipe their own noses and prepare their own snacks.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed the childminder and children during play.
- The inspector read testimonials from parents to gain their views.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Alison Southard

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a good understanding of how children learn through play. She makes observations of children as they play and uses these to plan for the next steps in children's learning. As a result, children make good progress. The childminder interacts very well with children to develop their speaking and language skills. For example, she repeats words as they look at books together, to help children learn new vocabulary. The childminder promotes children's early literacy and mathematical skills effectively in readiness for their eventual move to pre-school or school. She counts and uses mathematical language with children to reinforce their knowledge of numbers. The thoughtful range of activities and resources that the childminder provides indoors enhances children's enjoyment and supports their all-round development. However, the outdoor environment is not as rich and varied, to fully support children's development when in the childminder's garden.

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

Children demonstrate confidence and a feeling of safety in the environment. They build positive relationships with the childminder and settle quickly due to the information the childminder gains from parents when children first start. This allows her to plan for children's needs from the outset. Children generally gain independence skills well. For example, they learn to dress themselves in preparation for school and gain independence with toileting. However, the childminder misses some opportunities to extend children's independent self-care skills through routines; for example, by encouraging children to wipe their own noses, or help to prepare snacks. The childminder regularly practises the evacuation process and discusses road safety when on outings. She attends a variety of groups with children. This enables them to develop their social skills while mixing with others.

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

The childminder has a secure understanding of the safeguarding and welfare requirements. She makes risk assessments of her property and for areas she visits when she takes children on outings. She knows the procedures to follow if she has concerns about a child's welfare. This helps to ensure children are safe when in her care. She has a good understanding of her role in monitoring the delivery of educational programmes. She monitors and tracks children's progress, ensuring that they are making good progress towards the early learning goals. Parents speak highly of the childminder. She keeps parents informed about their children's day through verbal feedback and a daily communication book. This enables them to extend their child's learning at home.

Setting details

Unique reference number	119055
Local authority	Bracknell Forest
Inspection number	846150
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	19 March 2009
Telephone number	

The childminder registered in 1993. She lives in Sandhurst, Berkshire. The childminder works Monday to Friday, for most of the year.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

