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| <b>Inspection date</b>   | 10/12/2014 |
| Previous inspection date | 27/07/2009 |

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|--|-------------------------|---|
| <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            |                         | 1 |
| 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 demonstrate a strong sense of security and well-being because of the very positive relationships the childminder establishes with them.
- The quality of teaching is good. As a result, children make good progress from their initial skills and abilities.
- Partnerships with parents are strong. There is an effective two-way flow of information. This cohesive approach helps 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.

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

- There are fewer opportunities for children to see print in the outdoor environment, than indoors. Therefore, the childminder does not take all opportunities to enhance children's developing awareness that print and symbols carry 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 had a tour of the setting.
- The inspector observed children and the childminder at play.
- The inspector examined a sample of policies, documents and other paperwork.
- The inspector took account of parents' views.
- The inspector discussed the childminder's self-evaluation form.

## Inspector

Alison Southard

## Full report

### Information about the setting

The childminder registered in 1997 and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She lives in Sandhurst, Berkshire and there is one other adult living in the home. The house is situated within walking distance of local amenities including schools, pre-schools, parks and shops. The whole of the ground floor is registered for childminding with sleeping facilities provided on the first floor. The main area used for childminding is in a separate playroom adjacent to the house with toilet and kitchen facilities. There is a fully enclosed garden available for outside play. The childminder has five children on roll, all of whom are in the early years age group. The childminder provides all-day care from Monday to Thursday throughout the year.

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

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

- strengthen opportunities for children to see print in the outdoor environment, to support children's developing awareness that print and symbols carry meaning.

### 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 them to enjoy. Children are making good progress in all areas, and exceed expected goals in some aspects of their learning, particularly their personal, social and emotional development. 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. She regularly completes observations and uses the information to plan for children's next steps in their learning. Parents stay informed about their children's progress and regularly look at their children's learning and development folder. The childminder has a secure understanding of involving parents with the progress check for two-year-old children, to ensure she makes an accurate assessment of their child. She is aware of the need to use this assessment to identify any areas where children need extra help, and to accurately plan to meet children's individual needs.

The childminder continually talks to children and shares lots of interesting information with them. For example, she looked at a rock with the children that she had brought back from her holiday. It was from a volcano and black in colour. She asked children to find something similar in her garden. She then asked them open-ended questions to help them to think about why it is different to those rocks they found in her garden. This helps

children to think for themselves and to gain an understanding through meaningful discussions. The childminder encourages children to make links in their learning as they discuss where they have been on an aeroplane. The childminder provides children with lots of opportunities for physical development. They dance using castanets and look at pictures of flamenco dancers the childminder saw on her holiday. She takes children on outings to the park where they engage in further physical challenges as they practise their climbing and balancing skills. Children have a variety of resources to develop their physical skills outside in the childminder's garden. For example, they used stilts and ride-on toys. The childminder takes children to playgroups where they meet other children and adults. This helps them to gain confidence around others and to develop their social skills. She uses every opportunity to count with children and to introduce different mathematical concepts. For example, children pushed down on technological toys and watched how far they travelled. The childminder asked them to think about which toy moved the furthest. This developed children's thinking and reasoning skills effectively.

The childminder offers children lots of opportunities to develop their literacy skills. There is a good range of books for children to choose from in her home and children enjoy sharing these with the childminder. In addition, the childminder takes children to the library where they can choose books to share with her and the other children. They draw using water pens and other resources. The childminder helps children to learn letter sounds and to recognise their names. She displays their names inside so that children learn to recognise them. There is a variety of print inside, such as labels and posters. However, there are fewer opportunities for children to see any print, or symbols outside, to further develop their understanding that print carries meaning.

The childminder helps children to learn about the world around them. For example, when the children were drawing with water pens, the childminder asked them to leave the wet paper to dry in the sunshine. She left some in the sunny part of the room and some in the shady part. The children noticed how the paper had dried more quickly in the sunny part of the room and the childminder shared her knowledge with them as to why this happens. The childminder helps children to learn about differences by celebrating different festivals, such as Diwali, and by discussing different costumes from different countries, such as, the pretty dresses the flamenco dancers wear in Spain. These experiences mean that children are learning about diversity and different cultures.

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

Children are very happy and extremely settled in the childminder's care. She creates a loving and stimulating environment in which children feel safe, secure and engage happily in their learning. They form very trusting relationships with the childminder which promotes their emotional well-being very well. They enjoy the time they have with her as they take part in activities together. The childminder discusses children's routines and care needs with parents before they start. This allows her to plan for their individual needs from the outset. She provides an extensive range of interesting and age-appropriate resources that are freely accessible, to encourage the children to make independent choices. This supports their growing independence and curiosity and, as a result, children

flourish in her care.

The childminder manages children's behaviour extremely well. She reminds children about her house rules and what she expects of them. For instance, she reminded children to sit at the table when they were eating. She offers lots of praise and encouragement to children when they have done well. This gives children a sense of achievement and builds on their self-esteem. She uses innovative ideas to help children to learn to share, such as using timers so that children become aware of the time they have to play with a certain item before they need to share it with others. This highly effective strategy helps children to gain an understanding of what the childminder expects of them.

The childminder places a very strong focus on children's safety. She teaches children about road safety when on outings and not to talk to strangers. She regularly practises the evacuation process with them and children demonstrate a growing awareness of what to do in the event of a fire as they tell the childminder if they hear the alarm they have to 'get out'. The childminder uses an intercom system to monitor sleeping children and ensures all children are in her sight, or hearing, at all times to ensure they are kept safe while in her care.

Children have opportunities for fresh air daily, either in the garden, at the park, or when they go on outings. These enriching opportunities effectively contribute to their physical well-being. The children enjoy healthy snacks such as fruit and yogurts. The childminder uses snack and meal times as a time to help children develop social interactions. For example, she spoke to them about how different fruit and vegetables are good for them and children were highly motivated to join in. The childminder is meticulous about teaching children to use excellent manners. Consequently, children were heard using them without prompts throughout the inspection. She teaches children to develop their self-care skills with great enthusiasm. As a result, children are highly independent with toileting and dressing themselves. For example, they were able to put on their own boots to go outdoors and with support they were able to zip up their coats. The support they receive to develop their independence, and their social skills, provides excellent preparation for their eventual move to pre-school, or school.

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

The childminder has a good awareness of her responsibility in meeting 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 so they are aware of the care their childminder provides. She demonstrates a secure understanding of the process to follow if she has concerns about a child's well-being. She understands child protection issues and how to refer any concerns, which helps to effectively promote children's welfare. Risk assessments for the home and outings are robust. For example, the childminder checks her home is safe for children on a daily basis, and when she takes children on outings she checks that the area she is visiting is free from hazards. The

premises are secure and she supervises children at all times. As a result, her procedures help to safeguard children effectively.

The childminder is proactive in building effective partnerships with parents. Parents report they are very 'happy with the care and support' their children receive, and how the childminder is 'kind and caring', and their children learn 'amazing things'. Parents have the opportunity to look at their children's learning records regularly and discuss children's next steps. The childminder talks with parents each day, shares the activities of the day and encourages them to provide information about their children's achievements at home. This allows parents to become involved in their children's learning and provides continuity between the setting and children's homes.

The childminder recognises her strengths and accurately identifies areas for improvement. For example, she wishes to attend future training and she has completely changed the way she communicates with parents and tailors this to parents' wishes through emails, texts, daily diaries, or discussions. The childminder encourages parents to provide written feedback on the service she provides and through daily discussions to help her to continually improve her practice. She seeks children's input too by asking them what they enjoy and shares good practice ideas with other childminders. She has also worked with an advisor from the local authority to develop her learning journeys for children. All of this ensures she targets priorities for improvement effectively to benefit the children in her care, and to support her in monitoring and improving the quality of children's learning experiences. She demonstrates a secure understanding of the learning and development requirements and monitors children's progress effectively. This enables the childminder to plan for children's individual needs well. The childminder knows when to contact outside agencies to support children's development. She understands she can contact relevant agencies when she feels children need additional support. The childminder also shares information with other settings children attend to ensure they are working together for children's needs. This helps all children to make good progress as they move on to the next stages in their learning.

### **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>     | 119116           |
| <b>Local authority</b>             | Bracknell Forest |
| <b>Inspection number</b>           | 846151           |
| <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>  | 5                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 27/07/2009       |
| <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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