

<b>Inspection date</b>	04/09/2013
Previous inspection date	24/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are confident and happy. They explore the environment and relate to the childminder well. Consequently, they make good progress in their learning.
- Communication and language is developed particularly well as the childminder talks and listens attentively to the children at all times.
- The childminder develops positive working relationships with parents and others involved in children's care.
- The childminder actively promotes confidence and positive self-esteem through her meaningful praise and encouragement.

#### **It is not yet good because**

- Opportunities to encourage mathematical awareness of shape, size and position are not always encouraged in routine conversations and play with children.
- The childminder does not make sure all records relating to childminding activities are available for inspection, as required.

## 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 the premises and resources with the childminder.
- The inspector observed the children and childminder at play.
- The inspector examined records and documents provided by the childminder.
- The inspector discussed the provider's self evaluation.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is an assistant and her primary school aged child. The family live in Bracknell, Berkshire. Shops, toddler groups, parks and other amenities are within easy walking distance. The childminder can take children to and collect them from, local schools and pre-schools. The family has three cats, two rabbits, two guinea pigs, a tortoise and a bearded dragon as pets.

Children have access to the whole of the ground floor and a bedroom on the first floor for rest. Toilet facilities are on the first floor. A fully enclosed rear garden is available for outside play. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently she has six early years children on roll who attend on a part time basis. The childminder attends local children's activities and undertakes outings with other childminders and their children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- make sure records are accessible and available for inspection, particularly permission form parents for leaving children in the care of another childminder and records of children's attendance and the names of the person caring for them.

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

- increase the use of mathematical language with children in their daily play activities.

### Inspection judgements

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

Children are happy and enjoy their time in this welcoming and friendly home environment. The childminder takes good care to meet the needs of the children who attend. She understands how children learn and recognises that they develop and learn in different ways. She has a good understanding of how to engage children in their learning by building on their individual interests. This contributes to the good progress they make in their learning and development.

The childminder records simple observations of the children at play and identifies potential next steps to encourage their development. She takes photographs of them playing to support her records and to share with parents. She shares information informally with parents on a daily basis. This includes information about the child's experiences and planned activities. Two year old assessments are undertaken and shared with parents as required.

Children demonstrate their enjoyment of stories and books eagerly. For example, a young child asks for a popular story. The childminder helps him to find it and to use the tape player independently to listen and follow the story in the book. She models following the words and turning the pages at the correct time. The child copies her actions and takes great delight in the changes of tone and voice in the story. This leads to imaginative play later as the child acts out the giant's words. Children enjoy singing rhymes, listening to stories and looking at books with the childminder. This encourages their language development well. Children have easy access to a variety of books and enjoy using them independently and with the childminder. Children have good opportunities to develop their pre-writing skills in their everyday activities. For example, they use a variety of drawing and writing resources such as, crayons, pencils, chalk, paint and water to encourage early writing skills.

Children's understanding of the world develops as they begin to explore and observe features of the local environment. They visit local children's activities and enjoy trips to the local country park, shops and farm. The childminder recognises the importance of encouraging children's social skills and makes good use of local opportunities. For example, she meets with another local childminder to provide opportunities for children of similar ages to play together. She recognises that children learn from each other and that this opportunity increases confidence and social skills. Children learn about traditional and cultural events through their activities. The childminder encourages the children to feel a variety of textures and hold them against their cheeks. They describe how they feel and this helps the children to develop their vocabulary.

The childminder encourages children's mathematical skills, such as counting, in everyday activities and songs. The children play with a variety of resources which encourage mathematical awareness. However, the childminder does not always use mathematical language in her everyday conversations with children. For example, the childminder does not encourage children's awareness of size, shape and position in her conversation as they play and sort construction bricks that are various sizes and shapes. The childminder is conscious of encouraging children to develop skills, which will assist them when they go to nursery or school. Overall, children are supported well to acquire the skills to develop and learn, and be ready for their next stages in their learning.

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

The childminder is patient, calm and consistent in her actions and expectations. This helps children to learn right from wrong in a caring and supportive environment. The

childminder talks to children in an age appropriate way about why they do and don't do things to encourage their awareness of safe behaviour. For example, she asks children what may happen if they jump on the sofa, and children remember they may 'bump my head'. She is consistent in her expectations and praises children meaningfully for their kind or helpful gestures. This supports children to become confident learners. The childminder is very knowledgeable about the individual needs of children in her care because she gathers comprehensive information from parents. She talks to parents every day, sharing information about their experiences and achievements. This helps her to understand the children as individuals. She encourages awareness of feelings as children play. For example, as a child pretends to be the giant she refers to him sounding cross. The childminder is attentive noticing when a child looks tired or thirsty and takes steps to meet their individual needs. This helps children to recognise and identify their own feelings.

The childminder makes good use of the space available to her. The lounge is used for floor play and the kitchen for supervised messy or table top play. Resources are stored attractively so that children can easily and independently select what they want to play with. Sensible measures help to promote the children's safety in the home. For example, safety gates are in place, outer doors are secure and smoke detectors are in place. The childminder is aware that children's abilities change and so she reviews her assessment of risks and takes appropriate measures. Children learn about safe behaviours through gentle reminders. They talk and learn about road safety on outings and learn to evacuate the premises swiftly in an emergency.

Children's well-being is promoted effectively at all times. The childminder promotes familiar routines which help them to feel confident and secure. She childminder clearly understands the importance of ensuring children have good opportunities for rest, physical activity, and stimulating activities each day. She also ensures they have sufficient food and drink to promote healthy development. They learn about healthy eating through conversations and healthy snacks. The childminder encourages the children to develop their self-care skills through gentle encouragement.

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

The childminder is enthusiastic and well organised in her approach to her work. She is knowledgeable about safeguarding and the action she must take if concerned about a child in her care. Clear information is available for parents about safeguarding and the childminders role. Good care is taken throughout the premises and on outings to manage risks and ensure children develop an awareness of safety. The toys and equipment are good quality and carefully maintained to ensure they remain safe and suitable.

The childminder understands the requirements of the Early Years Foundation Stage framework, and generally ensures relevant records are maintained in a well organised manner. The childminder meets with another childminder friend for outings and to provide children with social opportunities. The two childminders care for the same children on different days of the week and both have contracts with the parents. The children benefit

from this experience because they know both her and the childminding friend and the other children they care for. The childminder has varied her numbers of early years children to provide continuity of care as permitted under current regulations. This has been carefully risk assessed and only occurs for half a day each week. However, the childminder has not kept records that demonstrate parents are happy with the arrangements that have meant that their children have been left with another childminder for a short period of time. In addition, records of children's attendance for these times and the name of the person caring for them have also not been kept to demonstrate whether required adult to child ratios have been maintained. This is a breach of a legal requirement. Nonetheless, the childminder demonstrates she is able to meet the needs of the children she cares for well.

The childminder gathers information from parents to help identify children's likes, dislikes and interests. This helps her to plan learning opportunities which continuously encourage development. A parents' notice board attractively displays certificates and information about safeguarding and the Early Years Foundation Stage Framework. This helps inform parents of the childminder's responsibilities. The childminder understands the importance of building positive partnerships with others involved in children's lives. For example, she has worked with nursery staff to settle a child and shared information to assist in the process. The childminder understands the importance of preparing children for nursery and school and works with parents to make this a positive experience.

The childminder reflects on her work and demonstrates a clear vision of how she wants to develop her skills and consequently the service she offers. She has an achievable plan which identifies aspects of her knowledge she would like to improve. The childminder is undertaking a qualification in childcare at level 3 to help her develop her knowledge and skills. Her positive commitment and enthusiasm to her role contributes to the good service she is providing.

### **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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY373283
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	930634
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/10/2008
<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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