

Inspection date	09/12/2014
Previous inspection date	04/08/2009

The quality and standards of the early years provision	This inspection:	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's accurate assessments of children's abilities and the exciting and stimulating activities she provides ensure all children are highly motivated to learn and fulfil their full potential.
- The childminder provides a language-rich environment so that children become very confident communicators.
- Parents receive a wide range of information from the childminder, which helps to foster exceptionally strong relationships with parents.
- Robust safeguarding procedures help to ensure children are safe in the childminder's care. Both the childminder and her assistant have an excellent understanding of their responsibility to protect children and to teach them about keeping themselves safe.
- The childminder is highly reflective, taking into account views of the parents', children and her assistant to provide excellent outcomes for children.

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 areas used for childminding.
- The inspector took account of the views of parents and children.
- The inspector observed the children, the childminder and the assistant during play.
- The inspector examined a sample of policies, documents and other paperwork.
- The inspector discussed the childminder's self-evaluation form.

Inspector

Alison Southard

Full report

Information about the setting

The childminder was registered in 2008. She lives with her husband and three children in Sandhurst, Berkshire. The childminder's husband is registered as her assistant. The whole of the house is registered, although minding mostly takes place downstairs. There is a fully enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has thirteen children on roll. Of these, eight are in the early years age range. The childminder offers overnight care. She takes and collects children to and from local schools and pre-schools. She lives close to local shops and parks. The family have two pet cats.

What the setting needs to do to improve further

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

- provide greater opportunities for children to engage in craft activities in their outdoor play, for example, by providing pens, crayons and glue outdoors.

Inspection judgements

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

The childminder's high quality teaching ensures children are making excellent progress in their learning and development. She is extremely skilled in capturing and developing learning at every moment in the day. For example, the childminder took the children outside to make footprints in the frost on the grass. She used this opportunity to discuss the different sizes of the footprints they had made and how the frost melts when it gets warmer. Children were highly motivated and excited to join in. She makes precise assessments of children's learning, which she links to each area of learning. She uses this information extremely well, carefully identifying next steps in learning for individual children. The childminder shares photographs, written observations and planned next steps with parents who have an opportunity to contribute information about their child's learning at home. This extremely positive partnership ensures there is secure continuity in learning between home and the childminder. This means children are fully supported to reach their full potential.

The childminder provides children with exceptional opportunities to express themselves in art and music activities indoors. They have a large variety of musical instruments, which children use while singing to familiar songs. Children also have occasions to be creative by making collages and drawing with a variety of resources both in adult-directed activities and during activities they choose for themselves. However, there are fewer opportunities for children to participate in these creative activities outside.

The childminder helps children to actively learn about diversity and learn to respect other people through meaningful discussions and activities. She provides an excellent range of resources to consolidate children's understanding, such as books and toys that represent different cultures and disabilities. She celebrates different festivals and has welcome signs in different languages. She takes children to playgroups where they mix with a variety of different adults and children. This helps them to develop their social skills. A variety of books and writing materials allow children to explore books and develop their writing skills. The language-rich environment contains a variety of signs, labels and opportunities for children to see their names, such as when they arrive and choose their name to place on their coat peg. This means children learn to recognise their name and to understand that print carries meaning. Through skilful questioning and reinforcing language, the childminder is highly effective at helping children to develop their communication skills. Consequently, children become very confident communicators.

The childminder provides extremely interesting activities that highly motivate children to learn. She extends their learning by using skilful questions to help them to think for themselves. For instance, during an activity where children used large tweezers to pick up foam letters, the childminder used this opportunity to ask children what the letter names and sounds were. She then extended this activity, allowing children to follow their interests, and find items of their choice to pick up with the large tweezers. This enabled the childminder to discuss the size of the items, introducing mathematical language and further developing their understanding of words such as big and small. She uses mathematical language extremely well during everyday routines, such as when children were putting on their shoes, and climbing the steps outside. She counted with the children as they climbed the steps and developed their knowledge of numbers further by writing the number with chalk on each step as they counted. The childminder provides different textures for children to explore such as pine cones and conkers. Children have opportunities to use binoculars and magnifying glasses outside to look at the detail of different items. The childminder enriches children's understanding of the different stories they read together through regular trips to the woods to gather resources to use as props for the different stories. The range of innovative and exciting activities the childminder offers children provides them with an abundance of opportunities to flourish and fulfil their full potential in readiness for their eventual move to pre-school or school.

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

The childminder and her assistant have close, nurturing relationships with the children, enabling them to quickly form very secure attachments. Pictures of the children and their families are on display, which gives them a strong sense of belonging. The environment is rich and vibrant. There is an excellent range of appropriate and stimulating resources available that the children can choose from for themselves. Children are extremely well supported and, consequently, they become confident and eager learners. For example, the childminder and her assistant continuously encourage children to do things for themselves, such as selecting toys and putting on their own coats and shoes. This encourages them to be highly independent in their play and learning, and prepares them extremely well for

their eventual move to school or pre-school. Children demonstrate an excellent understanding of the routine of the day. As a result, they flourish and are extremely self-assured as they confidently use the space and resources available to them.

The behaviour of the children is exemplary. The childminder and her assistant encourage children's excellent behaviour by continuously praising them for positive behaviour, which increases children's self-esteem. Children of different ages play exceptionally well together. The childminder is an excellent role model. Her enthusiasm and use of inclusive and positive language with children ensures they are motivated to learn. She constantly models good manners and praises children when they are polite. All of which, further heightens children's well-being and sense of belonging and children thrive in this environment.

The childminder successfully teaches children to learn about healthy lifestyles and hygiene practices. She promotes healthy eating and she provides healthy snacks and meals. For example, the childminder discussed with the children how eating fruit and yogurt is very good for them. The childminder places a significant focus on outdoor activities and play. Regular trips to the woods, the local parks and surrounding areas allow children to explore the local environment and these enriching experiences promote children's physical well-being significantly. The childminder and her assistant take every opportunity to hold purposeful discussions with children about safety. For example, they discuss road safety and help children to gain an awareness of any dangers surrounding them when on walks, such as stinging nettles, thorns or broken glass. They frequently practise emergency evacuation drills with children and discuss the reasons for doing them. This means children are gaining an excellent understanding of how to keep themselves safe from harm. Children demonstrate how they are developing self-care skills extremely well. For example, they regularly wash their hands before and after meals and after toileting. They use individual towels and even the youngest children are encouraged to wipe their own faces after meals. This approach to children's learning and development means they are extremely well prepared for the next stages in their learning.

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

The childminder has an excellent understanding and knowledge of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety is given the highest priority and she demonstrates an excellent understanding of what to do if she felt a child was at risk. All required household members are suitably vetted and the childminder's husband has carried out safeguarding training and first aid training in his role as her assistant. The childminder carries out regular risk assessments and daily checks to ensure children are safe in the home and when on outings. She implements her extensive policies and procedures extremely well for the safe management of her setting. She shares these with parents so they are fully aware of the outstanding service she provides. The childminder is highly organised and her record keeping and documentation is meticulous. Her house is presented to a very high standard creating a safe and welcoming environment for children to play and learn.

The childminder is highly reflective and seeks feedback from parents, children and her assistant to ensure she maintains excellent standards. She continuously strives to make improvements and attends regular training to continuously improve her practice and to help ensure outstanding outcomes for children. She is also part of a quality scheme with the local authority, which helps her to keep up to date with any changes. The childminder provides extensive support for her assistant and regularly identifies relevant training to further his development. She also attends groups with other childminders where she shares and gains ideas to enhance her practice. This ensures she provides a highly effective service so that children flourish in her care.

The childminder has highly effective partnerships with parents and other providers. This has a direct impact on her understanding of each child's care and learning needs. She monitors children's development exceptionally well. She provides extensive information for parents, both verbally, electronically and in writing. A daily diary helps them to exchange information on children's care and learning. She provides parents with regular assessments of their children's development, including the required written progress check for two-year-old children. She ensures she involves parents so that she makes an accurate assessment of their child and is then able to identify any areas where children need support. The childminder actively seeks parents' feedback so that she can ensure she continuously meets children's needs. Parents state that the childminder provides a 'loving and caring environment where their children thrive'. The childminder regularly shares information with other settings children attend. This cohesive approach ensures there is continuity in all areas of the children's lives, enabling them to flourish in their care and learning.

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	EY372468
Local authority	Bracknell Forest
Inspection number	641863
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	13
Name of provider	
Date of previous inspection	04/08/2009
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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