

Childminder Report

Inspection date

10 August 2015

Previous inspection date

26 April 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not always plan exciting activities that challenge children in their learning. Monitoring of children's progress is inconsistent and children's next steps in learning are not always based on sound observations and knowledge of what children need to do next. Therefore, children are not helped to make the best possible progress.
- The childminder does not implement robust food hygiene procedures when reheating and serving young children's food. This does not sufficiently promote their good health.
- Parents are not actively encouraged to contribute to their children's assessments and are not kept well informed regarding their children's progress.
- The childminder's reflection on her practice provides some overview of her strengths and areas for improvement. However, this is not yet robust to ensure all weaknesses are identified to help her effectively drive improvements.

It has the following strengths

- The childminder develops positive relationships with children. They feel emotionally secure in her care. This allows them to play and learn comfortably and to be confident to ask for what they need.
- The childminder has a sound knowledge of safeguarding. She understands her responsibilities with regard to child protection. She ensures risks are identified and managed to keep children safe.
- The childminder provides daily opportunities for children to enjoy exercise outdoors.

What the setting needs to do to improve further

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

- use information gained through observations and knowledge of children's starting points to plan sharply focused next steps in learning for each child, in order to help them to make good progress
- implement appropriate procedures for the hygienic preparation and serving of food

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

- reflect on practice in more detail to identify all weaknesses and use these findings to develop targeted action plans that support improvement, particularly children's learning and development
- encourage parents to contribute more to their children's assessments and share with them more information about their child's progress to help them extend their children's learning at home further.

To meet the requirements of the Childcare Register the provider must:

- ensure that any food and/or drink provided is properly prepared (Compulsory part of the Childcare Register).

Inspection activities

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users of her provision.
- The inspector examined a selection of documentation.

Inspector

Melissa Cox

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder generally plans a suitable range of activities for children. She gets down to their level and engages children in conversation. She suitably supports them, for example, helping them as they count the spider pictures on the puzzles. The childminder has a general awareness of where children are in their learning. However, she does not gather sufficient information on what children know and can do, or identify the most important next steps in their learning. Therefore, she is not able to plan activities that target the areas children need the most support in. The childminder shares general information with parents so that they are aware of children's care and well-being. The childminder has not implemented effective procedures to share information about children's progress or use information parents provide from home.

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

The childminder is kind and caring towards children. She gives reassurance and praise as she plays alongside children, which supports their turn taking and sharing. Children select from an adequate range of resources and make some choices in their play. Effective procedures are in place to ensure the administration of medication and the treatment of accidents are appropriately completed. The childminder has completed food hygiene and first-aid training. However, she does not ensure that she reheats food to the correct temperature before serving it, or keeps younger children's food free from cross-contamination as she serves them their food. Children enjoy playing in the garden and at local parks, and their activities there help them to build on their physical skills. They socialise with other children at drop-in groups. These sessions help them learn about managing their feelings and following group rules. This helps children to begin to learn the basic skills needed to prepare them for the next stage in their learning, including school.

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

The range of play opportunities planned by the childminder does not ensure that every child has focused, well-thought-out activities designed to aid their individual progress. This is because she is unsure of how to precisely identify and set children's next steps in learning. She has not placed enough focus on monitoring learning and development. She does not always effectively reflect on the activities she provides to ensure they meet children's needs, or to ensure that they are interesting and effectively support children's ongoing progress. The childminder has a generally sound overview of her strengths, although not all weaknesses in practice are identified. The childminder has attended some courses to further develop her knowledge although the impact of these on her teaching and practice is limited. Therefore, children's well-being is not always effectively met and they are only making steady progress in their learning.

Setting details

Unique reference number	EY398592
Local authority	Bracknell Forest
Inspection number	838430
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26 April 2010
Telephone number	

The childminder registered in 2009. She lives in Bracknell. She operates Monday to Thursday, for most of the year. The family have a pet dog.

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

