

Childminder Report

Inspection date	19 October 2015
Previous inspection date	17 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. The childminder regularly observes, tracks and assesses children's progress. She plans interesting activities, which she links to children's current interests, and she clearly identifies their next steps in learning. As a result, children are making good progress.
- The childminder updates her skills and knowledge through completing training, research and sharing good practice with other childminders. She uses the knowledge she gains to help promote children's communication and language skills.
- Children are developing good hygiene routines and develop self-care skills. They learn how to use the potty and wash their hands as part of the routine.
- Children learn how to share and take turns through playing games together. They show good manners and are learning to say 'please' and 'thank you' to one another.

It is not yet outstanding because:

- Children do not always have easy access to writing materials, so that they can regularly practise their early writing skills.
- The childminder does not always take advantage of children's daily routines to promote their independence skills further.

What the setting needs to do to improve further

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

- use every opportunity for children to practise their early writing skills
- make the most of everyday routines to promote children's independence skills.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector reviewed children's development records, a selection of the childminder's policies and records and evidence of suitability of the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document, and written references from parents.

Inspector

Hazel Farrant

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the action she must take if she has any concerns about a child. She uses self-evaluation well to identify the strengths and areas for improvement of her provision. Parents are very pleased with the care and education their children receive, which is reflected in the positive comments they write about the childminder and the service she provides. The childminder keeps parents well informed about what their children have enjoyed during the day. She works closely with them to help them continue their children's learning at home. The childminder keeps clear and effective documentation, which contributes to children's safety and well-being. The childminder forms secure partnerships with other early years settings so that continuity of care and learning is effectively met.

Quality of teaching, learning and assessment is good

The childminder promotes children's communication and language skills well. Younger children show how they can listen and respond to questions, for example, as they repeat words they have heard. Older children independently recognise and say words such as 'goose' and 'duck'. Children thoroughly enjoy involving the childminder in their play and are extremely happy and confident in her care. Children enjoy taking part in new activities where they learn about the world around them. For example, they mould hedgehogs out of dough and drinking straws, and place their animals under a pile of leaves to keep them warm so that they hibernate.

Personal development, behaviour and welfare are good

The childminder provides a welcoming home-from-home environment for children to play and learn in. Children are confident and motivated to play and have easy access to a good range of toys and resources, inside and outside of the home. Children play in the fresh air every day; they use toys and equipment in the garden and visit play parks and play areas. They eat healthy foods; for example, they eat fresh fruit at snack time. This all contributes to their good health. Children form secure emotional attachments with this kind and caring childminder. They enjoy cuddling up with her if they feel tired or need reassurance. Children's behaviour is very good. They help tidy away resources from the floor so that they do not slip or trip over and hurt themselves. Children learn about other people and develop positive attitudes to others, for example, by making visits to the local community and through celebrating festivals from around the world.

Outcomes for children are good

Children are emotionally well prepared for their move on to school. They are happy and confident, and enjoy activities and experiences that challenge them and ignite their natural curiosity.

Setting details

Unique reference number	EY440248
Local authority	Bracknell Forest
Inspection number	824506
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	17 May 2012
Telephone number	

The childminder registered in 2011 and lives in Bracknell, Berkshire. The childminder's provision operates from 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

