

Childminder Report

Inspection date	23 February 2018
Previous inspection date	18 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Children's behaviour is varied. The childminder does not consistently help them to understand boundaries and routines, or reinforce their positive behaviour.
- The childminder does not use observations and assessments of children effectively to help identify the progress they make, recognise less obvious gaps in their learning and plan for their next steps.
- The childminder does not share information with parents as well as she could, to help them to be fully involved in their children's learning.
- The childminder does not consistently encourage children to follow simple instructions and complete tasks independently.
- The childminder does not consistently help children to develop a good understanding of the importance of making healthy food choices.

It has the following strengths

- The childminder provides a good range of resources, which children enjoy exploring and investigating.
- The childminder meets children's emotional needs well. Children are happy and settled in her care.
- The childminder provides children with plenty of opportunities for fresh air and exercise and helps them to understand the importance of following good hygiene practices.
- Children enjoy the time they spend outdoors. They ride in play cars and show good levels of skill in manoeuvring around obstacles.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that children's behaviour is managed in an appropriate and consistent way to help them gain a good understanding of the expectations and boundaries and learn how to behave well 	11/03/2018
<ul style="list-style-type: none"> ■ improve the accuracy of assessment and use this information to identify each child's abilities and plan for their further learning needs, to help them make consistently good progress. 	11/03/2018

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

- strengthen the arrangements for sharing information with parents to help them to be fully involved in their children's learning
- encourage children to follow instructions and take responsibility for simple tasks
- help children to develop a good understanding of the importance of making healthy food choices, as part of a healthy lifestyle.

Inspection activities

- The inspector observed the interactions between the childminder and children and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and evidence of public liability insurance.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has a good understanding of the signs that indicate a child may be at risk of harm. She knows the procedures to follow if she has concerns about a child's welfare. She has completed online training, receives regular updates from the local authority and has discussions with other childcare professionals to help keep her knowledge and skills up to date. Partnerships with parents are good. The childminder shares daily information with them about their children's care and asks them for feedback to help improve her practice. However, she does not complete observations and assessments of children's progress regularly to identify gaps in their development. She does not consistently share information with parents about how their children are progressing and how they can support learning further at home.

Quality of teaching, learning and assessment requires improvement

The childminder does not always plan for children's next steps in learning. However, overall, she provides a range of activities and adapts these to the different needs of the children in her care. For example, she provides puzzles to suitably challenge children and encourages them to persevere when completing these. As they play, the childminder talks about numbers and children confidently count to and identify numbers to 10. Children enjoy a range of activities that extends their speaking and listening skills. For example, they show an interest in books and listen to stories. The childminder repeats words clearly and helps them to understand what they see. However, the childminder does not consistently encourage children to follow instructions and manage simple tasks by themselves, such as tidying toys away when they have finished playing with them.

Personal development, behaviour and welfare require improvement

The childminder has a good understanding of the importance of keeping children safe. For example, she checks the environment daily to eliminate any potential risks and she supervises the children well. However, she does not consistently reinforce good behaviour in children, or explain to them why some behaviours are not acceptable. For example, when children argue or fight over toys, she does not consistently help them to understand that this is wrong or teach them to resolve the issue appropriately. As a result, children struggle to share or take turns with others. The childminder places a good emphasis of helping children to be physically active. For example, they have plenty of opportunities to play in the garden and visit the local parks. However, less emphasis is placed on helping children to understand the importance of eating healthily.

Outcomes for children require improvement

Children learn some skills that help to prepare them for their future learning, including for school. For example, they engage well in self-chosen play, are confident and have good levels of emotional well-being. However, some children do not have a clear understanding of behavioural expectations. They are not always kind to others and do not consistently show respect for resources and their environment.

Setting details

Unique reference number	108366
Local authority	Bracknell Forest
Inspection number	1070090
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	18 November 2014
Telephone number	

The childminder registered in 1992. She lives in Ascot, Berkshire. She provides care for most of the year, Monday to Friday from 8am to 6pm.

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