

Childminder report

Inspection date	15 August 2018
Previous inspection date	10 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children confidently develop skills that prepare them for the next stage in learning. They are inquisitive, have a positive approach to learning, and demonstrate a strong willingness to explore and try new things.
- The childminder has established positive partnership working with other settings that children attend, including other early years providers. She works effectively with them to share ideas on how to prepare children for school. This helps to ensure continuity of care and learning.
- Children enjoy lots of individual attention, which helps them to feel safe and secure. Consequently, they form positive relationships with the childminder and show high levels of emotional well-being.
- The childminder provides an environment that enhances children's understanding of the world. For instance, children help to feed the birds in the garden and grow their own vegetables.

It is not yet outstanding because:

- Although the childminder asks pre-school-aged children interesting questions, she does not consistently allow them time to think and respond.
- The childminder has not explored a variety of ways to fully involve parents and children in the evaluation of her provision.

What the setting needs to do to improve further

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

- allow pre-school-aged children more time to think through and express their answers to questions
- continue to explore a variety of ways to involve parents and children fully in the self-evaluation to help continually drive for improvement.

Inspection activities

- The inspector observed the activities that the children were doing in the childminder's home.
- The inspector viewed the documents relating to children's development and learning.
- The inspector spoke with the childminder throughout the inspection and asked questions about how she keeps children safe.
- The inspector viewed documents, including public liability insurance and the childminder's paediatric first-aid training certificate.
- The inspector spoke to children during the inspection.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder monitors children's progress well. This enables her to identify any gaps in their learning and work effectively with parents in implementing plans to help children to catch up, if necessary. She works well with other professionals, including other childminders. For example, regular discussions between childminders enable her to share ideas and discuss practice issues to help successfully strengthen the provision.

Safeguarding is effective. The childminder has a good understanding of the signs that a child may be at risk of harm. She knows the procedure to follow if she has any concerns about a child's welfare. She successfully supports children to have a good understanding of how to keep themselves safe. For example, she helps children who have special dietary requirements to realise which food they can and cannot eat.

Quality of teaching, learning and assessment is good

The childminder helps children to develop their understanding of numbers and counting effectively. For instance, as children cut up cubes of jelly, she asks them to count how many they have. Pre-school children confidently count to 12 and beyond with help. Babies develop good physical skills, such as when the childminder holds their hands and walks around the room to help them to begin to walk. Pre-school children show great confidence in speaking and listening. They eagerly talk to adults about and name the characters from their favourite television programme. They explain that some characters are shy, and others are grumpy. Young children use technology effectively and know how to press the buttons to make electronic toys light up and sing.

Personal development, behaviour and welfare are good

Children are eager to explore the well-organised and homely environment with confidence and ease. They make independent choices in their play and concentrate for long periods. The childminder provides them with good opportunities to be physically active. For example, they have access to a well-resourced garden, as well as visits to local parks and open spaces. Children's behaviour is good. The childminder acts as a good role model and successfully supports children's positive behaviour. She sets clear expectations to help children develop strong social skills and make positive friendships. Regular and meaningful praise from the childminder helps children to feel good about themselves.

Outcomes for children are good

Children make good progress from their starting points. They develop independence, understand how to stay safe and enjoy the many opportunities to use their physical skills. They develop as independent learners, such as when the childminder allows them to take responsibility for simple tasks, including meeting their own care needs.

Setting details

Unique reference number	118983
Local authority	Bracknell Forest
Inspection number	10061686
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 March 2016

The childminder registered in 1989. She lives in Sandhurst, Berkshire. The childminder provides care from Monday to Friday, between 7.30am and 6pm, 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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

