

# Childminder report

<b>Inspection date</b>	5 September 2018
Previous inspection date	4 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 are happy, content and settled within the childminder's care. They enjoy lots of individual attention, which helps them to feel secure and safe.
- The childminder completes regular observations on children and monitors their development effectively. Accurate assessment allows her to identify children's next steps and plan appropriate activities to help them to progress further.
- The childminder is highly effective in helping children to gain communication and language skills. For instance, she models good conversational skills and introduces new vocabulary. Children are vocal and repeat familiar words and phrases in response to the childminder's interactions.
- Children have good opportunities to learn about the similarities and differences between themselves and others. They learn to respect and value others.
- All children confidently develop skills that prepare them well for the next stage in their learning. They are curious and are keen to explore a wide range of interesting experiences.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to develop children's awareness of numbers and counting, to extend their mathematical skills.
- The childminder does not gather enough information about children's prior learning from parents when children first start, to help her to plan for their learning from the outset.

## What the setting needs to do to improve further

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

- increase opportunities for young children to develop a greater awareness of numbers and counting
- gather more information about children's prior achievements and abilities from parents when children first start, to help plan more quickly for their learning from the outset.

### Inspection activities

- The inspector viewed the areas of the home used by children.
- The inspector observed the interactions between the childminder and children, and considered the impact on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector questioned the childminder throughout the inspection to establish her understanding of how to safeguard children and how she monitors their learning.
- The inspector checked documentation including public liability insurance and first-aid qualifications.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

The childminder works closely with her co-childminder to successfully evaluate her service. They regularly reflect on the practice and discuss ways to develop. For example, since the last inspection, the childminder has improved the ways in which she communicates to parents about their children's development, to enable them to continue learning at home. Safeguarding is effective. The childminder completes training and is alert to the possible indicators of abuse. She knows what action to take if she has any concerns about a child's welfare. She is committed to her ongoing professional development. The childminder makes good use of networking opportunities, meets with other professionals and reads professional magazines to help keep her knowledge up to date. This helps to sharpen her teaching skills and improve her practice further. The childminder has good partnerships with parents and other settings that children attend. They regularly share details about children's development. These communications promote good continuity of care and learning to help meet children's needs successfully.

### Quality of teaching, learning and assessment is good

Children enjoy their time with the childminder and show high levels of independence as they select their own toys and resources. The childminder helps the youngest children to develop good physical and creative skills. For example, they participate in yoga activities, dance to familiar songs and use a variety of apparatus in the garden. Young children show good skills in moving their bodies in a variety of ways. The childminder uses everyday opportunities to teach children about the world in which they live. For instance, they attend a weekly gardening club and grow their own vegetables. During these activities, the childminder extends the learning further. For example, she teaches them about healthy foods and explains that bees collect nectar from flowers and use this to make honey.

### Personal development, behaviour and welfare are good

The childminder has a good understanding of the importance of keeping children safe. She checks the environment daily to eliminate any potential risks and supervises children well. The childminder promotes children's emotional well-being effectively and children have strong bonds with the childminder, who knows them well. She acts as a good role model, offering children gentle guidance and praise, and sets clear boundaries to help them understand the rules and routines. She provides a wide range of opportunities to support children's physical well-being and good health. For example, children take part in physical games and activities that provide them with regular exercise and fresh air. The childminder teaches them to look after themselves, such as reminding them to wash their hands before they eat and encourages them to eat nutritious meals and snacks.

### Outcomes for children are good

Children make good progress from their starting points. They engage, focus and learn new skills as they play. Children show good levels of independence, such as dressing themselves for outdoor play and tidying toys before moving to another activity. They play alongside others, are happy to share and take turns, are polite and display high levels of respect for others.

## Setting details

<b>Unique reference number</b>	119152
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10061681
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	4 September 2015

The childminder registered in 1998. She lives in Harmans Water, Bracknell, Berkshire. The childminder works with her husband who is also a childminder. She operates Monday to Friday from 7am to 6pm, for most of the year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged three years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

