

Childminder report

Inspection date	8 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The childminder has not ensured that her assistant, who at times has sole care of the children, holds a valid paediatric first-aid qualification.
- The childminder does not have effective arrangements to demonstrate that she has obtained permission from parents to leave her assistant in sole charge of the children.
- The childminder has not fully thought through how she can help children to build spontaneously on their writing skills during their self-chosen play.

It has the following strengths

- The childminder and her assistant work well together to provide children with a stimulating learning environment. The childminder provides good-quality teaching. She has an accurate understanding of children's abilities and plans activities which challenge and motivate their learning. All children make good progress from their starting points.
- The childminder works well with other settings that children attend. This helps her to complement learning opportunities that children receive elsewhere and supports a consistent approach to children's development and progress.
- The childminder and her assistant develop good relationships with children. They are kind and caring, and are good role models. Children behave well, and are courteous and respectful of one another. This helps children to gain skills that prepare them well for their next stage in learning, including their eventual move to school.
- Partnerships with parents are good. Parents speak positively about the childminder and her assistant and say that 'they go above and beyond to help their children grow and learn'.

What the setting needs to do to improve further

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

	Due date
ensure that the assistant completes and maintains an appropriate paediatric first-aid qualification	26/02/2019
implement an effective system to demonstrate that parental permission is in place for the assistant to be in sole charge of the children.	30/01/2019

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

- provide more opportunities for children to practise and build on their writing skills in different ways, including during their self-chosen play.

Inspection activities

- The inspector spoke to the childminder, her assistant and children at convenient times during the inspection.
- The inspector observed the quality of teaching and discussed children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the suitability of the childminder and her assistant. She looked at a selection of records and safeguarding procedures, and discussed the childminder's self-evaluation process.
- The inspector took account of the written views of parents, provided on the day of the inspection.

Inspector

Tara Naylor

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The childminder and her assistant keep up to date with safeguarding training and know how to identify and report any concerns about children, to keep them safe. The childminder supports her assistant well with a thorough induction process and ongoing supervision. They work well together and support each other, for example regularly sharing ideas and good teaching practice. This helps to develop their skills to further improve the outcomes for children. However, the childminder has not ensured that her assistant holds a current paediatric first-aid qualification as required before she leaves her in sole charge of children. Furthermore, the childminder is not able to demonstrate that she has gained permission from parents for her assistant to be left in sole charge of children. Despite this, the childminder does check her assistant has received some first-aid training and does not leave children alone with her for very long.

Quality of teaching, learning and assessment is good

The childminder and her assistant follow children's self-chosen play and build learning into their play well. For instance, as children pretend be shopkeepers, the childminder talks to them about what they have bought. She teaches them the names of vegetables, such as 'chilli pepper', to help broaden their vocabulary skills. The childminder places a strong focus on building children's understanding of numbers and letters. She helps them to count and models the next number as children continue counting. The childminder plans activities to build on children's early writing skills, but has not fully considered other ways for children to practise these skills during their self-chosen play. The childminder makes accurate assessments of children's learning and monitors their progress effectively. She shares children's progress with their parents regularly and successfully provides ideas of how parents can extend children's learning at home.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not fully assured in the event of an accident, particularly if the childminder's assistant is caring for children on her own. The childminder has taken action to remedy this to minimise the impact on children's welfare. For example, she has booked a training course for her assistant to attend as soon as possible. Children develop good levels of confidence and self-esteem and are happy and settle well. They benefit from regular opportunities to develop their independence. For instance, they tidy away toys and put out their chairs as they get ready for snack time. The childminder provides nutritious snacks for the children and helps them to make healthy choices. For instance, she provides daily opportunities for children to exercise, including making improvements to her garden, to support those children who prefer to take part in physical play outside.

Outcomes for children are good

Children gain skills to support their future learning effectively. They gain good social skills, behave well and develop strong friendships as they learn to respect the differing needs of their friends. Children count confidently and are articulate in their conversations with one another and with adults. For instance, they enjoy playing 'snap' with picture cards, and they count the number of cards to work out who has won.

Setting details

Unique reference number	EY539265
Local authority	Bracknell Forest
Inspection number	10080179
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Sandhurst, Camberley. She works Monday to Friday from 7.30am until 6.30pm for most of the year. The childminder has a relevant qualification at level 3. She is in receipt of free early years funding for children aged two, three and four years. The childminder works with an assistant.

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