

# Childminder report

<b>Inspection date</b>	29 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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		Not Applicable	

## Summary of key findings for parents

### This provision is good

- The childminder forms strong partnerships with parents. She communicates effectively with them and keeps them well informed about children's time with her and their day at school. For example, she ensures messages from school are passed on to parents. Parents speak highly of childminder's service.
- Children enjoy a good range of activities and resources. They are able to make their own choices about their play and follow their interests and ideas. The childminder supports their play effectively. She complements their learning in school very well. For example, she skilfully weaves into her interactions support for children's mathematical, literacy, communication and language skills.
- Children are happy and settled in the childminder's welcoming home. They enjoy the homely atmosphere, where they are able to relax after their day at school. They form positive relationships with the other children, the childminder and members of her family.
- Children benefit from fresh air and exercise, for example when walking to and from school. The childminder recognises the importance of enabling children to 'let off steam' after their day at school. For example, they regularly stop at the park on the way home.
- The childminder has effective partnerships with the schools children attend, which helps her to successfully provide ongoing communication between herself, school staff and parents. This supports continuity and consistency in meeting children's needs.
- The childminder reflects on her already good practice well and is enthusiastic and committed. However, sometimes, she does not precisely identify and target some areas of her provision as effectively as possible, to help raise the quality of her provision to the highest level.
- On occasion, the childminder does not fully extend children's knowledge of healthy lifestyles, to help them develop further understanding about caring for themselves, including why healthy foods are good for them.

## What the setting needs to do to improve further

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

- monitor practice more precisely to identify and make further improvements, to help raise the quality of the provision to a higher level
- extend children's understanding of healthy lifestyles, to help them build on their knowledge even further, such as healthy food choices.

### Inspection activities

- The inspector observed children's play and activities and the childminder's interactions with them.
- The inspector viewed the areas of the childminder's home used for the care of children.
- The childminder and the inspector evaluated an activity children took part in during the inspection.
- The inspector sampled documents the childminder keeps and shares with parents, including written policies. In addition, the inspector viewed records relating to children and the childminder's suitability.
- The inspector spoke to the childminder, children and parents during the inspection.

#### Inspector

Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

The childminder keeps up to date with early years practice effectively. She accesses professional development opportunities to help her provide effective care and support for children after school. For instance, training about different approaches to reading and mathematics helps her to continue children's learning after school. This helps her to develop their reading skills and mathematical understanding successfully during play and activities. Safeguarding is effective. The childminder has a thorough knowledge and understanding of her role and responsibilities. She organises her provision very effectively, including keeping clear and precise records for the safe and efficient management of her setting. The childminder has a comprehensive understanding of safeguarding. She knows how to recognise signs and symptoms that children may be at risk of harm. For example, the childminder has a strong awareness of what may indicate children are at risk of being drawn into extreme behaviours and attitudes. She knows how to manage any concerns that arise about children's welfare, including keeping records and making referrals. This helps to protect children's well-being.

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

The childminder interacts warmly with children and joins in with their play and activities, to provide sensitive and very effective support. For example, she encourages discussions, explains the meaning of words and asks questions. This helps to support children's language and thinking skills. Children have fun after their school day. They enjoy a good range of self-chosen and planned activities, such as playing board games, using technology toys, and cooking activities. For instance, children enjoyed playing games that support their social skills and understanding of mathematics. They used their learning in school to fold pieces of ham into 'quarters' when designing a 'face' to decorate a pizza for tea. In addition, the younger and older children worked together to build a track for electronic 'bugs' to move along.

### Personal development, behaviour and welfare are good

The childminder provides healthy food and drinks for children, such as tomatoes, peppers and olives to go with their pizza, along with water to drink. At times, she does not consistently extend their awareness about healthy lifestyles, to help develop their further understanding of caring for their bodies. Children learn about people's similarities and differences. The childminder continues themes and topics relating to diversity from school in her home. In addition, she has books to help to develop children's understanding and acceptance of people different to themselves. The childminder is kind and caring. She and her family are very welcoming and supportive to children. Children are cared for in a friendly and calm environment. The childminder and older children provide positive role models to the younger children. For example, older children are polite and consistently use good manners. Children's behaviour is very good. They develop a strong sense of responsibility as they lay the table and tidy up the toys before going home.

## Setting details

<b>Unique reference number</b>	EY540772
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10079919
<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>	4 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder first registered in 2006 and re-registered in 2016. She lives in Crowthorne, Berkshire. She offers care from Monday to Thursday, before and after school hours, during term time only. The childminder holds a qualification at level 3 in supporting teaching and learning in schools.

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)

