

Childminder report

Inspection date: 11 December 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder knows the children well and provides a warm and welcoming environment. She has high expectations for all children and works closely with parents from the outset. She confidently talks about the children's abilities and interests and ensures they have access to a range of good-quality, age-appropriate resources.

The childminder assesses children's learning effectively. She completes regular observations of them and uses this information to plan for their next steps. These accurate assessments allow her to identify when children may need additional support, so that she can implement plans to help children to progress further.

Children enjoy lots of individual attention. Highly effective settling-in procedures enable the childminder to meet children's individual needs. Children settle very quickly and have strong bonds with the childminder. They are happy and show they feel safe and secure. They confidently explore their environment and choose what they want to do. The childminder interacts well with them and consistently uses age-appropriate language that enables children to communicate effectively. Children are keen to engage with the childminder and take part in activities.

What does the early years setting do well and what does it need to do better?

- Children behave well. The childminder supports their positive behaviour effectively and consistently reminds them of her high expectations. She gives them lots of praise and encouragement to help them to feel good about themselves and their achievements.
- The childminder is effective at promoting children's understanding of differences and similarities beyond their own experiences. Children learn about the diverse community they belong to and develop an awareness of the wider world. For example, they learn about different festivals, and have many opportunities to socialise with other children, such as through weekly trips to parks and toddler groups.
- Children benefit from a rich and varied selection of toys and resources that support their learning across the curriculum. However, the childminder does not always fully recognise opportunities to build on what children already know and can do, to further extend their knowledge and learning.
- Children demonstrate good attention skills as they listen to stories and rhymes. The childminder sings with great enthusiasm and children become engrossed as they listen to her singing in English and Spanish.
- The childminder provides enjoyable activities that motivate children to join in. She demonstrates this when she encourages them to develop their physical skills as they use apparatus such as slides and tunnels. Toddlers show good skills as

they climb steps and slide down on their tummy. The childminder uses these opportunities to introduce mathematics, such as counting, as children climb steps, and uses positional language, including up and down. However, on occasion, she does not give children time to complete their activities before moving on to the next one. As a result, children do not always benefit from a full and positive learning experience.

- Partnerships with parents are good. The childminder regularly engages with parents and ensures they remain continually up to date about children's ongoing care and the progress they make. She uses effective communication methods to share information with them about children's ongoing learning.
- Children benefit from a healthy and balanced diet and an abundance of fresh air and exercise. They play in the childminder's garden and have regular visits to parks and playgrounds.
- Children make good progress in their learning. They have a good understanding of behavioural expectations and learn to respect others. They are confident, motivated and cooperate well with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She knows how to identify the signs and symptoms which may indicate that a child is at risk of harm. She knows who to contact if she has concerns about a child's safety and welfare. The childminder is fully aware of her role and responsibilities around safeguarding, and frequently attends training to help her keep up to date with the latest legislation. She ensures children are constantly supervised and completes daily checks on her home, to identify and eliminate any risks.

What does the setting need to do to improve?

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

- make the most of all opportunities to extend and build on children's knowledge and skills during their play
- review and improve the support for children's learning, to give children the time they need to explore their ideas before moving them on to another activity.

Setting details

Unique reference number	EY316985
Local authority	Bracknell Forest
Inspection number	10108622
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 May 2015

Information about this early years setting

The childminder registered in 2005 and lives in Ascot, Berkshire. She operates Monday, Tuesday and Wednesday, between 7.30am and 5.30pm, all year round.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the home to understand how the early years provision and the curriculum are organised.
- A joint observation of an activity was completed with the childminder.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she assesses and plans for children's learning.
- The inspector observed the interactions between the childminder and the children, and considered the impact on children's learning.
- Documents were sampled by the inspector, including public liability insurance and evidence of paediatric first-aid training.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019