

Childminder report

Inspection date: 20 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming environment for the children in her care. She has a very calm and relaxed manner and this helps children to feel comfortable. Children are very happy and settled. They show a strong sense of belonging and secure emotional attachments with the childminder.

The childminder provides a broad range of learning experiences each day. Children make independent decisions and move around the environment with confidence. They illustrate this as they engage in construction play and successfully build towers. The childminder uses these opportunities to promote children's understanding of colour and number. Children show a good attention span for their young age. For instance, they enjoy threading activities and engage in messy play for long periods. However, on occasions, there is scope for the childminder to challenge children even further, to help build on their developing vocabulary and language skills.

Children learn how to look after themselves and show an understanding of personal safety at a young age. For example, they carefully reach for toys of interest and ask for support when needed. The childminder is a good role model. Children learn to share and respond positively to adults. They engage others in their play and develop their social skills well.

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

- The childminder promotes healthy lifestyle practices effectively. For example, she works in partnership with parents to ensure they provide a balanced and nutritious packed lunch for their children. Children delight in growing vegetables and take them home to enjoy with their parents. They learn to manage their personal needs well and wash their hands with little prompting.
- The childminder completes detailed assessments of children's learning. She regularly encourages parents to share information on children's achievements from home. The childminder uses this information well to plan a broad curriculum that follows children's interests, for example in creative play. Children enjoy exploring the texture of rice and have a positive attitude to learning new skills. They illustrate this as they successfully pick up and transport small objects, using resources such as tweezers. This helps to build on their small muscles in preparation for early writing. The childminder consistently gives children praise and encouragement, which builds on their confidence well.
- The childminder consistently talks to children as they engage in activities. Children express themselves clearly and make their needs known to others. They behave well and confidently direct their own play. However, even though children make good progress, occasionally, the childminder does not challenge

them even further, in particular to help build on their developing vocabulary and language skills.

- The childminder shares regular information with parents about their child's ongoing progress. She provides them with guidance and offers them activities to take home, to help build on their child's learning further. Parents speak highly of how the childminder supports their children. They say they are delighted with the information she shares with them so they can keep abreast of their child's daily adventures.
- The childminder provides children with opportunities to develop their social skills. For instance, children delight in integrating with other children at drop-in groups and enjoy visits to the library. This helps to promote their understanding of people and communities. The childminder promotes children's physical skills well. Children enjoy walks to local parks and outings to discovery centres. The childminder teaches them how to keep safe. For example, children take part in regular evacuation drills and learn about road safety.
- The childminder reflects on her provision regularly to identify areas for improvement. She has recently enhanced the garden to provide more activities for those children who love to play outside. The childminder works closely with other professionals and accesses training, for example to enhance her safeguarding knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues, including wider safeguarding concerns. She understands the signs and symptoms that may indicate a child is at risk of harm. The childminder is confident about her procedures and knows what to do if she has any concerns. She uses her policies and procedures extremely well to promote children's health and personal well-being. The childminder carries out daily checks of the indoor and outdoor environments. This helps to minimise any potential hazards to children.

What does the setting need to do to improve?

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

- use all opportunities to challenge children in their play, in particular to help build on their developing vocabulary and language skills even further.

Setting details

Unique reference number	EY365053
Local authority	Bracknell Forest
Inspection number	10108673
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	5
Number of children on roll	5
Date of previous inspection	31 March 2014

Information about this early years setting

The childminder registered in 2007 and lives in Sandhurst, Berkshire. She operates Monday to Friday from 7.30 until 6pm. The childminder holds an appropriate level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was viewed by the inspector, including training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.

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.

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