

Childminder report

Inspection date: 11 February 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder implements the early years foundation stage curriculum effectively. She fully understands the importance of working closely with parents and other professionals who share the care of children attending. This helps to promote consistency for children's care and learning. Children settle well. They show that they feel happy and safe in the childminder's care. From a very young age, children understand the routines of the day and the childminder's expectations. Children are incredibly well behaved and use excellent table manners, and kind and thoughtful language, at all times. They have secure bonds with the childminder.

The childminder has a very good understanding of children's individual needs. She plans very well for their learning and next steps. She is highly encouraging of the ways children develop confidence to build on and use their speech and communication skills. The childminder achieves this by modelling language extremely well and interacting purposefully during play activities. For example, by naming the fruits and vegetables in the role-play shop as children play.

The childminder helps children to develop a love of and interest in books. At inspection, children were very keen to choose their favourite stories. They listened attentively as the childminder read to them. After reading, children cuddled up with her to look at the pictures. Proactively, the childminder helped children to identify rhyming words and phrases and the characters and animals in the pictures. She helped children to be aware of the language of feelings. For example, children determined from looking at the pictures showing the character's faces, if the characters were 'happy' or 'sad'.

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

- The childminder has a good understanding of her role and responsibilities. She regularly reflects on the quality of her practice and the achievements that children make. The childminder is keen to update her skills and knowledge. She achieves this through purposeful personal research, for example in relation to enhancing her awareness of promoting children's speech and language.
- The childminder ensures that children have daily opportunities for outdoor learning. She stated at inspection that she feels that these activities fully promote the ways children gain safety awareness, confidence to take informed risks and independence. Children thoroughly enjoy woodland walks that help them learn about nature and the wider world. The childminder regularly takes children for visits to soft-play centres to enhance, for example, their physical development and to play and socialise with other children of similar ages.
- The childminder has secure systems in place to monitor children's achievements

and help her plan for the next stages of children's future learning. She has high expectations for all children attending. The childminder demonstrates confidence to act on any gaps in children's development and support parents to help ensure interventions are timely and children receive extra support in their learning, if required.

- Children show a positive attitude to their learning. They are keen to take part in their activities and enjoy playing together. For example, during the inspection, children engaged cooperatively together during role-play experiences using a toy shop and make-believe food. They cut up the toy pizza, naming the toppings and talking about their favourites, as well as the foods they are not so keen on. Children set up a toy birthday cake with candles. A child understood that 'three' candles were needed because they were aged three. Children kindly offered the childminder a slice, upon a plate, which she gracefully thanked them for.
- The childminder encourages children's awareness of healthy lifestyles from an early age. She provides nutritious, tasty meals for the children, which they thoroughly enjoy. Young children are highly aware of the importance of handwashing prior to eating, and do this independently.
- The childminder promotes all areas of learning well and in a meaningful way. She uses effective interactions to engage children and to help prepare them for their future success in learning. Children enjoy singing activities and their language and communication are developing well in respect of their starting points. However, at inspection, the childminder missed opportunities to build on what children can already do, in order to enhance their imaginations and creativity. For example, by incorporating props, such as musical instruments, for children to explore sounds and rhythms, and extend their listening and communication skills further.
- Parents are positive about the care their children receive. Written feedback states that children thoroughly enjoy attending and are making very good progress. Parents add that children always speak fondly of the childminder. They explain that the childminder is extremely reliable, and thank her for all her help and support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder adheres to her policies, procedures and risk assessments to promote children's health, safety and well-being effectively. She ensures that she keeps her knowledge updated, through discussions with parents, in respect of any food allergies or intolerance. The childminder demonstrates a good understanding of all aspects of safeguarding matters and legislation. For instance, the childminder has a competent knowledge of typical indicators of abuse and how to make a timely referral if she has a concern about a child in her care. The childminder has completed training and research in regard to the 'Prevent' duty. She knows what may indicate that a family has been radicalised. British values are embedded well. For instance, children show respect for each other and use polite language.

What does the setting need to do to improve?

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

- extend opportunities for children to be more creative in their play and express themselves in different ways, in order to build on their confidence and language development.

Setting details

Unique reference number	EY451955
Local authority	Bracknell Forest
Inspection number	10132627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bracknell, Berkshire. She operates Monday to Thursday, from 7am to 6pm, for most weeks of the year. The childminder is in receipt of funding for free early education for children aged four years.

Information about this inspection

Inspector

Aileen Finan

Inspection activities

- The inspector observed the childminder interacting with children.
- The inspector spoke with children and read written feedback from parents.
- Relevant documentation was sampled during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage.
- Discussions took place during the inspection in regard to how the childminder plans for children's learning.
- The inspector discussed with the childminder how she works in partnership with parents.

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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