

# Childminder report

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Inspection date:

19 February 2020

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are very settled, happy and enjoy valuable learning experiences which help them to make progress. They are encouraged to be independent. For instance, children learn to wash their hands before eating snack together and get out their chairs from the cupboard to sit on. They put on their outdoor clothes, with minimal help, when going for a walk.

The childminder is kind and builds very positive relationships with the children, who demonstrate they have a keen sense of belonging. Children show confidence, are motivated to learn, and develop positive attitudes when tackling challenging play activities, for example when playing children's Monopoly with older siblings. Children are well behaved and respectful of the childminder and each other. They know what behaviour is expected of them and feel valued. This helps children to feel safe and secure in their home-from-home environment.

The childminder does not have a complete understanding of all legal requirements, although this does not have a significant impact on the outcomes for children. She demonstrates how she keeps children safe on outings and supervises children well. The childminder makes sure children always understand the importance of being within sight or hearing of an adult.

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

- The childminder has completed a safeguarding course. However, she does not fully reflect on her training to ensure she has a clear understanding of the different roles within the Local Safeguarding Children Partnership, specifically the role of the local area designated officer. These weaknesses are a breach of the statutory requirements, but children's safety is not significantly compromised as a result.
- Overall, the childminder shows she provides an ambitious set of play activities for children. The play resources available to children in the stimulating playroom are varied and promote learning well across all areas. Children show good behaviour, are engaged and are active learners. For example, three-year-old children involve themselves in meaningful pretend play together. They act out being a shopkeeper and customer in the shop and play harmoniously together.
- The childminder places a good emphasis on ensuring children are physically active each day. Children enjoy fresh air and exercise when they walk excitedly and safely to the park. They demonstrate their curiosity and develop a good understanding of the world. For example, they listen and look closely at the birds singing in the trees and at the ducks swimming on the pond. However, the childminder's interaction is not consistently of high quality to always build on what each child knows and can do.

- Children have fun and develop good physical skills. They rise to the challenge of moving their bodies in various ways, when they excitedly see the wooden park equipment. They demonstrate they can balance and walk along logs and jump off safely. Indoors, children are encouraged to develop their hand muscles when they practise holding pens and pencils or manipulate dough.
- The childminder has assessed children's capabilities accurately and is aware of what they need to learn next. She shares this information with parents regularly. For example, she teaches children to recognise numbers and shapes during a dough activity with number place mats. Children show concentration and good focus. They demonstrate what they have learned by correctly naming the shapes and numbers in their discussions with the childminder and their friends.
- Younger children show a good understanding of the routine and develop a strong bond with the childminder. They are developing their vocabulary steadily through the daily play activities they enjoy, such as singing, outings and looking at books with the childminder. However, some weaknesses in the childminder's teaching do not fully encourage children to develop a rich vocabulary.
- Parents report they are happy with the care and experiences the childminder offers their children. They talk of the strong relationships and friendships which are built with their child and other children. Parents are kept well informed and involved in their children's development. This is through the good communication systems they have with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has sufficient knowledge of child protection and is aware of the signs and symptoms of abuse and neglect. She knows what action to take if a child indicates they may be at risk of harm, but lacks confidence in recalling what to do if an allegation was made against her. However, she has a written policy which she would refer to that outlines the correct procedure. Therefore, this does not significantly compromise children's safety. The childminder also states that she would ring Ofsted if parents raised a safeguarding concern about her practice. Additionally, she understands, and is alert to, wider safeguarding issues, such as female genital mutilation and radicalisation.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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reflect on training more thoroughly and develop a confident understanding of the role of the local area designated officer, in the event of an allegation being made against you or a household member.	12/03/2020
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**To further improve the quality of the early years provision, the provider should:**

- improve teaching to ensure children's play and learning are always purposeful and full use is made of all activities to support and enrich children's language skills.

## Setting details

<b>Unique reference number</b>	EY539265
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10119319
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	29 July 2019

## Information about this early years setting

The childminder registered in 2016. She lives in Sandhurst, Bracknell Forest. She works Monday to Friday, from 7.30am until 6.30pm, for most of the year. The childminder holds a level 3 qualification in early years.

## Information about this inspection

### Inspector

Loraine Wardlaw

### Inspection activities

- The inspector conducted a learning walk with the childminder to discuss how she organises the curriculum.
- The childminder and the inspector held a leadership discussion about safeguarding, self-evaluation and improvement.
- A sample of documentation was viewed by the inspector, including safeguarding policies and children's records.
- The inspector spoke to parents to gain their feedback and went on a walk with the childminder and the children.
- The childminder and the inspector observed a play activity and discussed and evaluated the quality of teaching.
- The inspector observed the quality of teaching and learning which takes place at the setting.

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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