

Childminder report

Inspection date: 2 March 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 creates an inviting and welcoming environment for children, to help them settle happily. Resources are organised to enable children to make independent choices, to promote their individual interests well. The childminder supports children's communication skills effectively. She enables older children to talk confidently and to share their own ideas, for example when they suggest what colours they might find in a rainbow. The childminder enables younger children to build upon their emerging language skills well. For instance, as they sit together to share favourite stories, the childminder names the different animals they can see and the sounds these animals might make. Toddlers repeat back the sounds they hear, to help develop their early communication skills.

Children develop warm, trusting relationships with the childminder, and are happy and content in her care. The childminder responds well to the differing care needs of older and younger children. She recognises when toddlers are tired and helps them to settle to sleep, to support their good health and well-being. Older children are developing good behaviour. They learn how to share and take turns with resources cooperatively. The childminder supports children to persevere at some self-care tasks to help build on their resilience, including when some activities are more challenging. For instance, she helps older children to put on their shoes successfully, as they get ready to go outside in the garden.

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

- Children benefit from good opportunities to develop their physical skills, which is a strength of the childminder's practice. Older children gain good physical dexterity and coordination through a range of activities. For instance, they enjoy learning how to thread small and large fruits onto kebab sticks successfully at snack time. As they play outdoors, children relish opportunities to learn how to throw and kick balls to each other, demonstrating good control of their bodies.
- The childminder plans small-group activities to support children's individual development well, overall. She varies activities to suit the differing abilities of children effectively. For instance, older children concentrate well as they learn how to combine colours to create a rainbow. They experiment with how to mix red and yellow paint to make orange, as the childminder gives them time to explore and lead their own play. Toddlers experiment with the marks they can make with their hands, as they squeeze and push paints onto paper. However, the childminder does not always consider how she plans activities to focus on what she wants older children to learn and achieve next.
- The childminder uses good opportunities to help children learn about the natural world through a range of interesting hands-on experiences. For instance, children learn about the life cycle of a butterfly as the childminder teaches them

how to care for the eggs and they watch them hatch into caterpillars and change into butterflies. These enjoyable experiences contribute to older children's good understanding of the living world.

- Parents speak very positively about the childminder and the good-quality learning and care she provides. In particular, they say that the childminder supports children to be 'confident, inquisitive and sociable' through the experiences she offers, within her home and when taking children on outings to local places of interest. Parents feel well informed about their children's key achievements, through daily conversations with the childminder and through her suggestions for how they can continue children's learning at home. However, for those children who attend other early years settings, the childminder does not share information effectively to enable her to complement their care and learning experiences.
- Children benefit from the childminder's calm and caring approach. She is a good role model and is kind, which helps to support all children, including the very youngest. Children learn about the differing needs of their friends and are kind and considerate. For instance, the childminder teaches older children that sometimes younger children reach out to touch them because they enjoy their company. Older children recognise that this is a friendly gesture, and they respond with warmth and kindness to younger friends.
- The childminder evaluates her practice and gains the views of parents and children when reflecting on areas for development. She continues to develop her own knowledge to build on her good teaching. For instance, she has recently completed training to help to increase her understanding of how to teach letters and sounds. This has given her more confidence in delivering this aspect of the curriculum for the more able children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She completes risk assessments and takes action to minimise risks to children to keep them safe. The childminder completes regular safeguarding training, in line with her local authority guidance. This helps her to be able to recognise and respond to any concerns about children, to keep them safe. The childminder has a good understanding of child protection and wider safeguarding concerns and how she would report these to ensure children's welfare.

What does the setting need to do to improve?

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

- enhance planned activities for children so that they are clearly focused, in particular for older children, to build on what they need to learn next

- strengthen partnership working with all other early settings that children attend, to support and complement children's learning experiences more precisely.

Setting details

Unique reference number	EY278400
Local authority	Bracknell Forest
Inspection number	10137033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in Bracknell, Berkshire. She provides care for children on Monday to Friday, from 7.45am to 6pm, for most of the year. She receives funding for free nursery education for children aged two, three and four years old.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder completed a learning walk with the inspector and discussed how the early years provision is organised.
- The inspector observed children engaged in activities with the childminder and evaluated the impact this had on their learning.
- Discussions were held with the childminder about her practice and children's learning and development.
- The childminder provided the inspector with relevant documents and evidence of the suitability of people living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents and children through conversations and written documentation.
- The inspector looked around the areas of the childminder's home and garden that are used by children.

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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