

# Childminder report

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Inspection date: 11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children settle quickly in the childminder's home environment. They select their own resources and lead their own play well. Children are aware of the routine, for example putting away toys as they finish playing with them, and the need to follow good hygiene procedures prior to eating their snack and lunch. They form strong bonds with the childminder, and with each other, and are extremely at ease in her care. Children share, take turns and behave well for their age and stage of development. They like playing together and talk about the different colours and shapes of the play people and toy bugs they are using. For example, they share how they have a pink, blue or yellow person to put in the castle and how the pirate ship has a little door to hide things in.

Children enjoy listening to stories, and the childminder uses this interest to build on what they already know. As children listen to a story about baby dinosaurs, they count the number of dinosaurs on each page. The childminder encourages them to solve problems and think critically as she asks them whether there are more or less dinosaurs on the page compared with the previous page. Children confidently share the colours of the dinosaurs and express how the mummy is sad as she has lost some of her babies. The childminder uses her high expectations of what children can do, and her interactions with them, to help them build on their existing knowledge.

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

- The childminder has addressed the actions raised previously. She has systems in place to enable her to record the administration of medication. The childminder has reviewed how she uses her observations and assessments. She uses these to identify the progress children are making and to identify their next steps in learning.
- Parents reflect how well the childminder supports them and their children. They appreciate how she assists their children to make good progress in their learning. The childminder talks to parents each day and provides early years parents with written feedback. This helps parents to consistently build on their children's learning at home.
- The childminder reflects on how well her day has gone and what she can do differently. She takes on board any information or ideas she hears about or is informed of, and uses this to engage children in their learning.
- Children enjoy using their imagination and share with adults how they are taking their animals and cuddly toys for walks in their pushchairs. They enjoy making up games with the toy dinosaurs and moving small people around the pirate ship. However, they do not have regular opportunities to explore with a wide range of different textures and materials, to build on their creativity further.

- The childminder makes the most of the local area. She takes children out on walks, for fresh air and to be physically active in the local parks each day, whatever the weather. Children learn a lot about their local community, the natural world and each other. However, the childminder does not offer very much for children to build their awareness of the wider world and other cultures.
- The childminder encourages children to be independent and prepares them for their next stage of learning well. They develop a good understanding of healthy eating and good personal hygiene skills. Children are able to attend to their own personal needs with minimal support.
- The childminder encourages children to think about previous experiences they have had and recall what they have learned from these. For example, she asks children to share what they saw in a tree outside. Children share that there is a bird's nest in the tree and it is where a bird puts its eggs. They know that they can see the nest as the tree has lost all its leaves.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of the local safeguarding partnership procedures. She is aware of the different signs and symptoms that may indicate a child is at risk. The childminder knows how to report any concerns for children's welfare to the relevant professionals. Every morning she risk assesses her home environment to ensure children can play in safety, and she is vigilant when children are out, to help keep them safe.

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

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

- extend children's awareness of the wider world and other cultures to increase their understanding of diversity
- develop more regular opportunities for children to explore a wider range of textures and materials and build on their creativity further.

## Setting details

<b>Unique reference number</b>	119009
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10115179
<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 at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 July 2019

## Information about this early years setting

The childminder registered in 1990 and lives in the Crown Wood area of Bracknell, Berkshire. She operates Monday to Thursday, all year round, from 7.45am to 6pm.

## Information about this inspection

### Inspector

Anne Nicholson

### Inspection activities

- The childminder completed a learning walk with the inspector and shared how she organises and provides her early years provision.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector discussed the childminder's awareness of safeguarding children and her reporting procedures. She sampled a range of documentation, including suitability checks, policies and procedures and children's developmental records.
- The inspector spoke to the childminder about her professional development and how she reflects on her practice.
- The inspector observed the interaction between the childminder and the children, and the impact the teaching has on their learning and development.

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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