

Childminder Report

Inspection date

11 June 2015

Previous inspection date

16 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is strong. The childminder carries out assessments to develop a thorough understanding of children's individual needs and interests. She asks children suitable questions to develop their thinking skills.
- The childminder has good relationships with parents. Parents state that they are happy with her service and their children are happy. Communication is effective and supports two-way sharing of information to ensure children receive continuity in their care and learning.
- The childminder builds strong bonds with children. Therefore, children feel safe and secure, are happy and confident, and settle quickly when they first start.
- The childminder provides a stimulating and safe environment for children to learn and to have fun.
- The childminder effectively reflects on her practice. She regularly reviews her service and gains the views of parents and children to identify areas to improve. This helps to promote better outcomes for children.

It is not yet outstanding because:

- The childminder has resources for children to use to develop their creativity. However, she does not consistently ensure that these are within children's reach and, therefore, they cannot always choose these independently.
- The childminder has resources that promote children's awareness of technology. However, these are not consistently put out for children to choose to play with.

What the setting needs to do to improve further

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

- make resources that promote children's creativity easily available for children to choose for themselves
- improve opportunities for children to learn and explore using technology.

Inspection activities

- The inspector toured the areas of the premises children use.
- The inspector read statements from parents to gather their views.
- The inspector spoke to the childminder to check her understanding of the requirements of the Early Years Foundation Stage.
- The inspector observed children's play and the childminder's practice.
- The inspector sampled policies and procedures.

Inspector

Sara Hope

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides children with good educational programmes that meet all areas of learning and development. Children make good progress. She provides plenty of opportunities for children to interact and become familiar with other children and adults. They regularly meet with other local childminders and their children, and attend toddler groups, to offer children a wider range of experiences. Children enjoy developing their coordination skills as they use small toys and puzzles. They climb on slides and steer dolls' prams in the garden. The childminder supports children's communication well. She listens and responds appropriately, demonstrating and giving younger children chances to develop early communication and interaction skills effectively. The childminder has high expectations of what children can achieve. She is enthusiastic and knows when to support play and when to let children make discoveries for themselves.

The contribution of the early years provision to the well-being of children is good

The childminder is consistent in reminding children to keep themselves and others safe. She encourages children not to throw sand and explains consequences to further develop their understanding. Children behave well, and are encouraged to share and use good manners. They are encouraged to eat healthy snacks and meals. Children have fresh drinks available to them at all times. Younger children have their nappies changed and their hands and faces washed sensitively. Older children use the toilet, wash their hands and dress independently, to help prepare them in readiness for school. The childminder talks to children about going to school. They are encouraged to recognise their own names and numbers, put on their shoes and coats, and to have confidence in social situations.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a thorough understanding of her responsibilities, and effectively meets the requirements of the Early Years Foundation Stage. She has a strong knowledge of child protection procedures, and is able to identify and report concerns to the appropriate agencies to make sure children are kept safe. The childminder carries out robust checks to make sure the toys and environments remain suitable for children to use. Children learn how to keep themselves safe. They take part in regular fire drills, learn how to cross roads safely and talk about staying safe from strangers. The childminder attends training and local meetings to strengthen her practice. She takes advice from local childminders and early years advisors and carries out research to enrich her existing skills. The childminder shares information about children with nursery staff, with parents' permission. Therefore, gaps in children's development are closed quickly.

Setting details

Unique reference number	955517
Local authority	Bracknell Forest
Inspection number	1014141
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	16 January 2009
Telephone number	

The childminder registered in 2000. She lives in Bracknell, Berkshire. She operates Monday, Tuesday, Thursday and Friday, between 8am and 4pm, term time only.

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