

# Childminder Report

<b>Inspection date</b>	19 October 2015
Previous inspection date	26 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a strong understanding of the regulatory framework and her responsibilities to track, plan and monitor children's learning and development. Children make strong progress in their learning from their starting points.
- Children are happy, content and settled within the childminder's care. They show they feel safe and explore with confidence. The childminder encourages the children to share well. Children's behaviour is good.
- Children's development in communication and language is good. The childminder promotes this aspect of children's learning very well. For example they benefit from the good amount of questions that the childminder asks them, to help encourage their language and thinking.
- The childminder has positive relationships with parents and other professionals. She exchanges information with them regularly to help promote good continuity of care, teaching and learning.
- The childminder evaluates her practice well and effectively drives improvement.

### It is not yet outstanding because:

- Children do not have many opportunities to learn about technology, as part of gaining an understanding of the world.
- The childminder does not always consider how she can build upon children's mathematical knowledge to promote their awareness of measurement.

## What the setting needs to do to improve further

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

- provide more opportunities for children to learn about measurement in play activities, to build upon their mathematical knowledge
- introduce more activities for children to build on their understanding of technology.

### Inspection activities

- The inspector observed children at play during activities in the sitting room and conservatory.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys, the childminder's self-evaluation form, and a range of policies and children's records.
- The inspector looked at feedback questionnaires from parents, to gauge their views and opinions.
- The inspector gave feedback to the childminder at the end of the inspection.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a detailed knowledge and understanding of her role and responsibility to protect children. She has a safe home and strong policies and procedures to follow in the event of a concern about a child's welfare. The childminder promotes a good two-way flow of information with parents. She communicates with parents daily, shares information about their children's progress regularly and arranges meetings to plan for children's future learning. This helps them all work in harmony to provide consistency of care and to enhance children's learning.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Children are developing well as they have their learning needs met. The childminder gives careful consideration to her planning of activities to meet the needs of the children and to provide good learning outcomes. For example, as they read books, the childminder helps children to develop an understanding that print carries meaning; she sounds out letters and asks questions to help children retell the story and consider what will happen next. Children develop confident speaking and listening skills. Children benefit from the good amount of arts and crafts activities that are available. They enjoy drawing, sticking and exploring with media, using their imagination. The childminder is good at helping children to learn about numbers, colours and patterns as they draw and explore. Children are well-prepared for the next stages in their learning and their eventual move to school.

### Personal development, behaviour and welfare are good

The play environment is welcoming and supports children's independence. The children can choose toys and activities freely and are confident to access play materials to support their play, for example, as they dress up. Children are developing a good awareness of a healthy lifestyle. The childminder uses play to reinforce children's awareness of eating healthily and following good hygienic routines. For example, as they imaginatively cook food, they talk about the routines they need to follow to be healthy and how they can make the meal healthy. Children have good opportunities to be active and develop their physical skills. They play energetically in the childminder's garden and visit places of interest, such as the local parks and indoor soft play centres.

### Outcomes for children are good

Children make good progress from their starting points. They are developing a strong range of skills to become independent, which successfully prepares them well for future learning and school.

## Setting details

<b>Unique reference number</b>	EY225265
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	842634
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 May 2011
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Bracknell, Berkshire. She operates her service on weekdays for most of the year. The childminder has an early years childcare qualification.

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