

Childminder Report

Inspection date

20 October 2015

Previous inspection date

27 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 good understanding of how children learn and develop. She accurately plans, assesses and monitors their development, highlighting their next steps in learning successfully. Children make good progress from their starting points.
- The childminder introduces early mathematics into children's play well. For example, she encourages children to count objects, name colours and compare sizes throughout everyday activities.
- The childminder provides a safe and secure environment for children. She minimises risks effectively and is proactive in teaching children how to keep themselves safe.
- The childminder promotes positive behaviour well. She provides clear guidance that helps the children understand what she expects from them. Children learn to share resources and take turns.
- The childminder makes ongoing improvements to the quality of care and learning for children. She is committed to advancing her knowledge and skills, and is currently working towards a degree in childcare.

It is not yet outstanding because:

- The childminder does not provide many opportunities for children to develop their understanding of the world, particularly their awareness of other people and communities.
- Children do not have many opportunities to explore different media and materials to help extend their creativity.

What the setting needs to do to improve further

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

- introduce more opportunities for children to be creative
- introduce more activities for children to build on their understanding of the wider world.

Inspection activities

- The inspector observed children's play and the childminder's interaction indoors in the two main play areas.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children and interacted in their play.
- The inspector examined documentation, including children's records, learning journeys, policies and procedures.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

The childminder is clear about her role and responsibilities. She manages her provision safely and efficiently. The childminder reflects on her practice well and evaluates the strengths and weaknesses in her provision successfully. Safeguarding is effective. The childminder is confident about safeguarding matters and understands her responsibilities to protect children. She has a secure awareness of the routes for referral in the event of a concern about a child's welfare. Partnerships with parents and other professionals are good. The childminder shares records on children's learning proactively and ensures all those involved in children's care are provided with daily feedback about the children's well-being and development, to help maintain continuity of care well.

Quality of teaching, learning and assessment is good

Children benefit from the childminder's good quality teaching, tailored to meet their individual needs. She knows the children well and promotes their learning and development successfully through her well-planned and targeted activities. All children are well entertained and are clearly happy. They confidently access and enjoy their favourite toys. Children enjoy being imaginative outside; for example, they play with dolls, dress them up and then gently care for them. Children's physical well-being is effectively promoted. Children go out regularly to play in the childminder's garden and explore at play parks. They build their co-ordination, and moving and handling skills.

Personal development, behaviour and welfare are good

Children are settled and confident within the provision. They are self-assured and have formed good relationships with the childminder and their friends. Children's personal, social and emotional development is well promoted by the childminder. She gets to know them fully before they start with her, for example, through settling-in visits. The childminder acts as a positive role model and children learn right from wrong and are polite. The childminder sensitively fosters children's emotional development. Children are helped to develop their understanding of the importance of maintaining a healthy lifestyle. The childminder uses play opportunities and routines to aid the children's understanding of how and why they need to wash their hands. For example, after handling the guinea pigs, the childminder talks to children about why it is necessary to wash their hands to remove all germs.

Outcomes for children are good

Children are learning to be confident and capable in their communication and language skills. They are offered good experiences to aid their social skills and help them to be prepared for the next stages in their learning.

Setting details

Unique reference number	EY347610
Local authority	Bracknell Forest
Inspection number	1010380
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	27 June 2012
Telephone number	

The childminder registered in 2007. She lives in Bracknell, Berkshire. She operates her service on weekdays for most of the year. The childminder has a level 3 early years childcare qualification.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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