

# Childminder Report

<b>Inspection date</b>	10 March 2016
Previous inspection date	17 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 is a caring role model, who knows the children well. She offers children broad and varied activities, resources and outings, to support their interests. Her interactions are warm and promote children's learning.
- Children are happy and engage in their play. They have warm bonds with the childminder and demonstrate that they feel safe and emotionally secure in her care.
- The childminder has an effective understanding of children's starting points and she plans well for their learning. Children make good progress.
- The childminder supports children in respecting their environment and each other. She helps children to build independence and confidence. Children behave very well and understand the childminder's expectations.
- The childminder uses her risk assessments, policies and procedures to promote children's health, safety and well-being.

### It is not yet outstanding because:

- At times, the childminder does not encourage children to develop their role-play activities so that they become more confident about their real and imaginary worlds.
- On occasions, the childminder does not extend children's understanding about how things grow in order to develop their understanding of healthy lifestyles.

## What the setting needs to do to improve further

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

- help children during role-play activities to develop their ideas about real and imaginary worlds as they deepen their learning
- talk with children about how things grow in order to develop their understanding of healthy lifestyles further.

### Inspection activities

- The inspector observed children in their play and during their interactions with the childminder.
- The inspector spoke with the childminder about how she plans for children's learning and next steps, and how she works with parents.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke to the childminder about how she evaluates her provision of care. The inspector read the childminder's self-evaluation form and took into account responses from parents.
- The inspector discussed with the childminder about the training completed and how this promotes the outcomes for children.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates a good understanding of her role. She has ensured she is up to date with new legislation. The childminder evaluates her practice effectively and values the views of parents, who are positive about the care their children receive. Partnerships between the childminder and parents are good. Parents state that the childminder has great enthusiasm in supporting children's learning. The childminder is keen to improve her practice and professional development. For example, she recently attended a course to support her observations and assessments. Safeguarding is effective. The childminder has a good understanding of child protection matters. She maintains partnerships with other colleagues to share good practice.

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

The childminder has good teaching skills and uses her knowledge of children's attainment on entry to her setting to help her plan for their future learning. She is confident in how she monitors and reviews the progress children make. Her focused observations and assessments help her in making secure plans for children's next steps. She has different strategies in place to support how parents extend learning at home.

### Personal development, behaviour and welfare are good

The childminder promotes equality and diversity well. She helps children to understand how to play respectfully and use good manners. Children are eager to help her tidy up after their activities. They are becoming independent in their self-care and hygiene routines and enjoy healthy snacks. Children benefit from regular opportunities for outdoor learning and for outings that help them meet and socialise with others. For example, children enjoy visits to the park or garden centre and local playgroups. Their language, communication and social skills are developing securely.

### Outcomes for children are good

Children are motivated to learn and join in with their activities and enjoy their play. For example, they plant seeds and confidently name the produce they grow. They understand that the seeds are small, and use child-sized tools to dig and rake the soil prior to planting. Children practise 'writing' their names on labels, so they know which seeds are theirs. Children are confident to play alongside each other, for example cooking in the play kitchen or playing with dolls. Children make good progress. They are well prepared for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	118983
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	825195
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 March 2011
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Sandhurst, Berkshire. The childminder works weekdays for most weeks of the year.

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