

Childminder Report

Inspection date

25 May 2016

Previous inspection date

9 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 establishes clear starting points for children's learning. She obtains detailed information from parents and from her own assessments of children's achievements when they start in her care.
- The childminder creates a welcoming environment where children play together and explore independently. Children experience happy and settled relationships with the childminder, her assistant and each other, which boosts their self-confidence and emotional well-being.
- Children make good progress in their learning. The childminder supports their communication and language skills well. For example, she talks to children, models pronunciation and uses questioning well, to enhance their language development.
- The childminder effectively provides her assistant with the supervision and support needed to build on her knowledge and skills. The childminder reflects on her own practice and successfully uses her experience to promote good outcomes for children.

It is not yet outstanding because:

- The childminder's current processes for monitoring children's progress are still at the early stages of being embedded fully, to enable her to address quickly any gaps in learning.
- The childminder does not make the best use of all information she gathers about children's capabilities at home, to influence plans and to extend their learning further.

What the setting needs to do to improve further

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

- sharpen the focus on monitoring individual children's progress, to precisely identify and address any emerging gaps in their learning, as quickly as possible
- make better use of all information obtained about children's learning at home to influence planning, and build on children's existing knowledge and skills.

Inspection activities

- The inspector observed children at play throughout the inspection and assessed the quality and impact of teaching on their learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the childminder's policies and children's records.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- The inspector held discussions with the childminder about her self-evaluation processes and plans for improvement.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a secure understanding of safeguarding and use this to ensure children remain safe. The childminder seeks additional training to improve her knowledge, understanding and practice. For example, she has attended training on child protection and recent government requirements, which has led to improvements in the childminder's systems for monitoring children's safety and well-being. The childminder regularly seeks the views of parents, alongside her own self-evaluation, to help improve her practice and children's experiences. The childminder has established partnerships with staff at other settings that children attend, to ensure consistency in their care and education.

Quality of teaching, learning and assessment is good

The childminder typically observes and assesses children's learning to find out about their individual learning needs. Children enjoy leading their own play. For example, they choose from a broad range of toys and resources available. The childminder joins in with their play and extends their learning, without over directing them. She promotes children's mathematical development well. For example, she helps them with their early counting skills, such as when they play with their favourite cars and trains. The childminder focuses on children's current interests to engage them in new explorations. For example, they have interesting conversations together and she is adept in using all opportunities to promote children's speaking and listening skills.

Personal development, behaviour and welfare are good

Children develop good relationships with the childminder and her assistant. They behave well and play cooperatively together. The childminder teaches them about the importance of keeping healthy. For example, she provides children with nutritious and healthy snacks, and effectively supports their physical development. Additionally, children learn to be physically active; for example, they have good opportunities to play in the garden and visit local places. The childminder ensures that children's knowledge of the wider world and other cultures is developing well. For example, children take part in a range of experiences to enhance their knowledge of other cultures and celebrations.

Outcomes for children are good

Children make good progress from their starting points. They are motivated learners and gain the necessary skills to support their eventual move on to other settings. For example, they effectively develop vocabulary and communication skills, and learn to solve practical problems, such as when fitting a train track together. Furthermore, children learn to listen and follow instructions well. They develop good social skills and learn to be independent, such as in managing their own personal care needs.

Setting details

Unique reference number	119187
Local authority	Bracknell Forest
Inspection number	1044684
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 May 2011
Telephone number	

The childminder registered in 1998. She lives in Maidenhead, Berkshire. She provides care Monday to Friday from 7am to 6pm, and operates her service all year round. She holds a relevant qualification in early years at level 3.

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