

Childminder Report

Inspection date

7 July 2016

Previous inspection date

30 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 interacts warmly and positively, supporting children's play and learning well. She provides children with a stimulating and nurturing environment. All children make good progress.
- The childminder celebrates children's achievements, encouraging confidence and self-esteem. Children follow familiar routines, which aid their sense of security.
- The childminder carefully assesses children's learning and plans a good variety of activities in the home and within the community, to encourage individual development.
- Children's behaviour is good. The childminder is a very positive role model and encourages good manners. For example, children learn to share, take turns and be kind to one another while they play.
- Daily communication with parents helps to foster positive working relationships. The childminder promotes the regular sharing of information to ensure high levels of continuity in children's care and learning.

It is not yet outstanding because:

- The childminder does not always focus sharply enough on enhancing her professional knowledge, in particular, so she remains up to date with all relevant issues, including government legislation.
- Opportunities for children to explore different a range of objects and materials to increase their sensory awareness and play are not accessible at times.

What the setting needs to do to improve further

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

- continue to target professional development more precisely, to raise the quality of teaching and increase awareness of all relevant changes
- increase opportunities for children to explore and investigate a broader range of materials to enhance their creative thinking.

Inspection activities

- The inspector toured the premises and viewed resources with the childminder.
- The inspector observed the children and the childminder at play, and discussed the activities with the childminder.
- The inspector examined the records and documents provided by the childminder.
- The inspector considered the comments from parents and took their views into account.
- The inspector discussed the self-evaluation process with the childminder.

Inspector

Lynne Lewington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibilities to keep children safe and protect them from harm. She identifies risks and reduces these to promote children's safety. The childminder knows the correct procedures to follow to report any concerns about the welfare of a child. The childminder seeks the views of parents and considers the progress children make, to help evaluate her provision and continually improve the quality of teaching and learning. The childminder builds positive relationships with other professionals and childminders, to share good practice and knowledge of the individual children.

Quality of teaching, learning and assessment is good

The childminder is focused and skilful while she engages children in a variety of activities. She listens attentively and models language well. For example, she extends children's single words into simple sentences and reads to the children, while they cuddle up to listen. Furthermore, she asks simple questions, and the children respond and point to the pictures. The childminder encourages children to recall information, such as the words and actions to songs. They develop good coordination skills and balance; for example, while singing, children learn to move from the floor to standing position. Children learn to cooperate and develop an awareness of the needs of others, and the childminder ensures children learn to share and take turns.

Personal development, behaviour and welfare are good

The childminder works closely with parents to ensure she understands children's individual needs and routines well. Babies and children show they feel secure and ready to learn. Children are beginning to learn about the good hygiene routines that help to keep them healthy. The childminder talks to them about healthy foods, such as the snacks she provides, and encourages healthy eating habits. Children enjoy helping in everyday tasks, such as to prepare snacks. They develop good physical skills; for example, they learn to pull off stalks and slice the soft fruits for their fruit salad. The childminder encourages children to develop their independence. For example, children learn to identify, and put on or take off their coats and shoes.

Outcomes for children are good

Children make good progress across all areas of learning and develop the skills they need for the next stage in their education. For example, they enjoy making marks with paint, chalk and crayons, developing their fine physical skills and creativity. Children learn about the natural world. For example, they begin to recognise the weather and what clothes they need to wear, and learn about living things while helping to care for the guinea pig.

Setting details

Unique reference number	119085
Local authority	Bracknell Forest
Inspection number	1054794
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 June 2015
Telephone number	

The childminder registered in 1996. She lives in Sandhurst, Berkshire. The childminder works Monday to Friday and operates her service for most of the year.

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