

# Childminder Report

**Inspection date**

14 November 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 works well with her co-childminder to provide good care and positive outcomes for children.
- The childminder uses her knowledge and good teaching practice to deliver broad and varied learning experiences to help individual children learn. Children make good progress in their learning and development.
- Children develop well in their speaking and listening skills. For example, the childminder regularly shares books, songs and rhymes with children to build on their vocabulary.
- The childminder sensitively introduces children to wider experiences beyond the childminding provision; for example, she supports them well to develop positive attitudes to embrace new challenges with self-confidence. These prepare them well for their future learning in other settings or school.

**It is not yet outstanding because:**

- The childminder does not make the most of opportunities to fully include children's individual next steps in learning to increase their good rate of progress.
- At times, the childminder misses opportunities to offer learning experiences and activities that fully encourage children to express their own ideas.

## What the setting needs to do to improve further

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

- strengthen ways to fully include children's next steps in learning to increase further their already good rates of progress in their development
- improve opportunities for children to explore and express their own ideas to extend their imaginative and creative skills.

### Inspection activities

- The inspector carried out a joint observation with the childminder, discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke to the childminder and her co-childminder at appropriate times during the inspection.
- The inspector sampled 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 discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date with recent changes and understands safeguarding procedures. She is fully alert to any signs that children may be at risk of harm and knows how to report any concerns. The childminder is committed to the improvement of her service. For example, she is reflective and values children's, parents' and her co-childminder's views. She continues to develop and improve her knowledge in various ways. For example, she makes use of training, reading and her own research to gain support for her professional development. The childminder provides daily feedback to ensure parents are aware of the details of their children's day. Parents' comments indicate that they are happy with the care the childminder provides.

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

Parents contribute to initial assessments of their children's starting points when they enter the setting. They are kept well informed about their children's progress and information shared with them helps them to support their children's learning at home. Overall, the childminder completes regular assessments. She generally plans for children's individual interests and needs. She uses her good knowledge of children to support their learning and enthusiasm. For example, babies and young children learn to communicate as the childminder holds their attention using physical gestures, facial expressions and spoken language. Babies show pleasure in their interactions with her as they laugh and gurgle.

### Personal development, behaviour and welfare are good

The childminder is caring and attentive. Her approach helps children to settle easily. They form secure attachments early in their care. This supports their emotional well-being. The childminder supports children's understanding of diversity between themselves and others. For instance, she teaches them to respect the different faiths and cultures, choices and likes and dislikes which make them individuals. Children learn about the importance of good health. For example, the childminder provides healthy snacks and meal options and encourages good hygiene routines. Children and babies experience many energetic physical activities to support their balance and coordination.

### Outcomes for children are good

All children make good progress from their different starting points. They develop good mathematical skills, for example, they count, name colours and identify shapes and sizes. Children progress well in their communication and language skills. For example, they listen, follow instructions and enjoy talking and singing songs together. Older children manage their personal care and confidently carry out tasks independently, such as washing their hands ready for lunch.

## Setting details

<b>Unique reference number</b>	EY482846
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	997719
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Bracknell and operates from Monday to Friday, 8am to 6pm, throughout the year. She works with her husband, who is also a registered childminder.

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