

Childminder Report

Inspection date	24 November 2016
Previous inspection date	23 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 strong relationships with the children in her care. She meets their individual needs well and provides them with challenging and enjoyable activities that build on their interests and support their ongoing learning. Children make good progress.
- The childminder observes and monitors children's development well. She assesses what children know and can do effectively and plans purposefully for the children's next steps in learning.
- The childminder provides a good balance of activities, toys and resources to entertain and motivate children's learning.
- Children play in a clean, safe and well-maintained home. Children are well behaved and the childminder teaches them to be polite and considerate of others' feelings.
- The childminder evaluates her practice well. She frequently undertakes training to increase her teaching skills. For example, she has attended a course to help her understand ways to help younger children to communicate. This has helped her to use techniques in her practice that support children's language development.

It is not yet outstanding because:

- The childminder does not consistently encourage all parents to share information about their children's development, to help her plan even more effectively for their learning.
- The childminder does not provide good opportunities for children to learn about the people in the world around them and similarities and differences between themselves.

What the setting needs to do to improve further

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others
- encourage even greater information sharing with parents to help support children's learning even more consistently.

Inspection activities

- The inspector observed activities in the main play areas and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation including children's learning journals and personal records, the childminder's self-evaluation and policies.
- The inspector took account of the views of parents through available letters and documentation.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe. For example, she is aware of indicators that a child may be at risk of harm. The childminder has a good understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder has improved her practice well since the last inspection and has effectively addressed the recommendations raised. For example, she now has a variety of books available and displayed for the children to use.

Quality of teaching, learning and assessment is good

The childminder uses the children's tracking charts well to establish what children need to learn next. She makes learning fun, effectively extending children's learning through play. For example, three-year-olds are learning letters and sounds and the childminder cleverly introduces them into different activities, such as creative play, to extend this aspect of children's learning. The childminder is good at engaging with the children during play and increases their mathematical awareness well. For example, she encourages children to develop their physical skills as they use construction resources, and carefully incorporates colour, shape and size recognition and counting as they build. The childminder helps children to develop their understanding and listening skills. For example, she shows genuine interest in what children have to say, talks to them about what they are doing and poses questions to encourage their thinking.

Personal development, behaviour and welfare are good

The childminder supports children's personal, social and emotional development well. For example, she takes children out to places of interest to mix with other children. She encourages children of all ages to be polite and they learn to be considerate of each other's feelings and to share toys. The childminder reminds children to use good table manners and uses praise effectively to recognise children's achievements. The childminder supports children's health well. For example, she teaches them good hygiene routines and takes them out daily for fresh air and exercise.

Outcomes for children are good

Children are happy in the childminder's care. They enthusiastically engage in purposeful play. They develop good independence skills, for example they all know and are encouraged to put on their coats and shoes before playing outside. Children are building good independent learning skills. For example, they are all confident to try new things and to share their ideas, and develop a can-do attitude of doing things for themselves. Children are confident, capable and well-prepared for their next stage in learning.

Setting details

Unique reference number	EY451325
Local authority	Bracknell Forest
Inspection number	1062885
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	4
Number of children on roll	2
Name of registered person	
Date of previous inspection	23 January 2013
Telephone number	

The childminder registered in 2012. She lives in a village Bracknell, Berkshire. She operates her service each weekday throughout the year, with the exception of family holidays and bank holidays.

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