

Childminder Report

Inspection date

2 May 2017

Previous inspection date

10 June 2015

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 carries out regular observations of children's play to accurately assess their stage of development. She uses this information to identify any gaps in learning so she can give them additional support to help them catch up if necessary.
- The childminder helps children to gain strong communication and language skills. For example, she consistently brings new words into conversations to extend their vocabulary and listens carefully to what they say. Children know their opinions and ideas are valued.
- Older children develop good concentration skills and take part in activities that prepare them well for school. For instance, they listen to stories about different types of families and talk about what they see in the illustrations. Children demonstrate a good understanding of the similarities and differences between themselves and others.
- The childminder is a very good role model. She has a consistently warm and caring manner. She offers children gentle guidance and praise. Children learn to behave exceptionally well and to treat others with respect.

It is not yet outstanding because:

- The childminder does not do enough to encourage children to develop their counting skills and awareness of numbers as far as possible.
- At times, the childminder does not give children the support they need to solve problems for themselves and work out why things happen.

What the setting needs to do to improve further

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

- give children more opportunities to build on their counting skills
- encourage children to have a better awareness of how to solve problems and to think about why things happen.

Inspection activities

- The inspector viewed the areas of the home used by the children and discussed safety with the childminder.
- The inspector spoke to children during the inspection.
- The inspector looked at a range of relevant documents and talked to the childminder about how she uses them to support her practice.
- The inspector observed the interactions between the childminder and the children during indoor activities. She discussed the childminder's planning and assessment arrangements.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

The childminder works well with other professionals. She has links with other childminders and shares ideas with them to help sharpen her teaching skills and keep her understanding up to date. The arrangements for safeguarding are effective. The childminder is aware of the procedure to follow if she has a concern about a child's welfare. She has completed research to help her identify any children who may be at risk of exposure to extreme views about what is right and wrong. The childminder works effectively with other settings that children attend. For example, she shares information with schools about children's learning and development. This helps her to maintain continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder supports children's learning effectively. All children are making good progress from their starting points. She interacts well with children and provides interesting activities. For example, children enjoy collecting stones from the woods. She builds further on their learning, using the stones to make musical instruments from plastic bottles. The childminder places a strong emphasis on encouraging older children to develop their early reading skills. For example, she uses children's interests in letters to encourage them to find the initial sounds in words and to name the letters the sounds represent. The childminder seeks the views of parents and children to help develop her teaching practice. She uses suggestions from them to help her plan activities around children's interests.

Personal development, behaviour and welfare are good

Children build very strong relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being. They make choices from a wide variety of resources and play materials. Children are engaged, concentrate and learn new skills during their play. The childminder is highly effective in her approach to promoting good health. For instance, she provides plenty of opportunities for children to be physically active and teaches them the importance of following good hygiene routines, such as washing their hands before meals to keep themselves safe.

Outcomes for children are good

Children make good progress in preparation for their future learning, including for school. For example, they make independent choices about their play and are confident communicators. They play happily together and are learning to share and take turns. Children follow simple instructions and complete routine tasks independently. For example, they use the toilet by themselves and put on their coats before outdoor play.

Setting details

Unique reference number	EY376501
Local authority	Bracknell Forest
Inspection number	1093489
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 June 2015
Telephone number	

The childminder registered in 2008. She lives in Warfield, Bracknell, Berkshire. She provides care Monday to Friday 7.15am to 7pm for most of the year.

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