

Childminder Report

Inspection date

8 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 skilfully stimulates children's enthusiasm for learning. She encourages children to explore and engages in their play in a very positive way. The childminder uses her good knowledge of each child to help them reach their full developmental potential. Children make good progress from their starting points.
- The childminder provides children with an exciting range of activities which she uses to extend their learning and development effectively. For instance, she teaches them about size, number and colour as they eagerly explore and handle dried and cooked pasta. Children enjoy using the pasta to pretend to feed toy dinosaurs.
- The childminder builds close caring relationships with children and supports them well to develop good independence, friendships and social skills. They show great determination while learning to do things for themselves. Children are happy and settled, have lots of fun and often laugh with the childminder during their play.
- The childminder works effectively in partnership with parents to meet children's individual needs. She regularly consults with parents to identify and agree aims, which together they use to support children's care and learning.

It is not yet outstanding because:

- The childminder does not explore all opportunities to work consistently in partnership with other early years provisions to promote continuity in children's care and learning.

What the setting needs to do to improve further

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

- improve further communication with other early years provision to promote continuity in children's care and learning.

Inspection activities

- The inspector observed indoor activities and completed a joint observation.
- The inspector held discussions with the childminder and spoke to children.
- The inspector looked at a sample of relevant documentation.
- The inspector discussed self-evaluation with the childminder.
- The inspector took account of parents' comments in documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures. Since registration, the childminder has completed local authority safeguarding training. She has a good understanding of how to recognise and respond to any concerns about a child's safety. The childminder continually evaluates and improves her good teaching practice and children's care and learning. She carefully reviews and checks children's progress. As a result of knowledge gained through training, the childminder has improved how she supports children's literacy development. For instance, she now uses musical instruments to develop children's understanding of rhythm, and teaches them the sounds of letters throughout the day. The childminder plans activities that challenge children's individual writing skills. For instance, when they are ready, children learn to write their name, copy letters and write numbers independently.

Quality of teaching, learning and assessment is good

The childminder accurately assesses children's development. She responds to children's interests to challenge and extend their learning and development effectively. For example, children develop a range of vocabulary while confidently and enthusiastically singing along to their favourite nursery rhymes. Children develop a good understanding of the world. The childminder takes children to farms where they stroke goats and sheep, and watch demonstrations on how to milk cows. She talks to children about the different environments that animals live in. The childminder teaches children about life cycles. For instance, children watch tadpoles emerge into frogs and look at related pictures that the childminder displays on the playroom door.

Personal development, behaviour and welfare are good

The childminder provides children with a very positive role model. She encourages children to make choices, share the resources and teaches them to be polite and well mannered. The childminder supports children to learn about their own identity. Children enjoy looking at photographs of themselves and members of their family in books the childminder creates. The childminder provides lots of activities that support children's good health. For example, children run freely in parks, join in parachute games and balance on raised platforms in woodland areas. The childminder teaches children how to keep themselves safe in her home and on outings.

Outcomes for children are good

Children develop the skills they need for starting school. They learn to quickly overcome frustrations and are very well behaved and cooperative. Children know what is expected and happily follow instructions and daily routines. For instance, they eagerly choose books for the childminder to read and listen attentively to stories.

Setting details

Unique reference number	EY495728
Local authority	Bracknell Forest
Inspection number	1031360
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Bracknell, Berkshire. The childminder provides care Monday to Friday, for most of the year.

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