

# Childminder Report

**Inspection date**

Previous inspection date

5 April 2018

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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is a highly qualified primary school teacher. Her high standards of leadership underpin the very good start she has made to her childminding. For example, she shares well-thought-through policies and procedures with parents to promote all areas of safeguarding, welfare and assessment. Families have a clear understanding of what to expect from her service and how they can help.
- The childminder uses her postgraduate qualification in teaching mathematics well. She enriches children's enjoyment of numbers and discovering patterns in the world around them. Children make very good levels of progress in all areas of mathematics prior to starting school.
- Children are extremely well prepared emotionally for their move to school. For instance, they identify any concerns they may have and 'feed' their worries to a puppet. Children use an excellent range of vocabulary to describe their feelings and reflect on different ways to manage them more effectively.
- Children learn how to manage small risks that are appropriate for their age, and become increasingly independent in helping themselves. For example, toddlers enjoy practising climbing skills safely and find their own shoes for outdoor play.

### It is not yet outstanding because:

- The childminder does not target delays in young children's listening and speaking precisely enough to help them make rapid progress in their development.

## What the setting needs to do to improve further

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

- extend the already excellent programme of professional development to identify further strategies to reduce delays in very young children's listening and speaking.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder sets very high standards for herself and the children in her care. For example, she routinely evaluates her education programmes for children and improves them further. She has embraced different ways of keeping up with new guidance, such as linking with a good-quality professional network. For instance, she values and quickly applies good ideas from more-experienced childminders, from reading professional magazines and from her local authority. Safeguarding is effective. The childminder continues to extend her knowledge of potential child protection concerns and knows how to manage them appropriately. Children's safety is her priority at her home and in the community.

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

The childminder is highly accountable for showing how she monitors and improves outcomes for children. She listens carefully to parents' knowledge of, and aspirations for, their children. The childminder clearly identifies children's achievements and interests when they join her setting. This gives her a secure baseline from which she can check children's progress, such as their rate of development and the effectiveness of her teaching. The childminder successfully prioritises areas for further attention, such as settling children in and promoting their interest in learning. Then she is quick to provide appropriate levels of challenge, such as developing new physical skills and creative ideas.

### Personal development, behaviour and welfare are outstanding

The childminder works exceptionally well with parents to develop high levels of continuity in children's care and well-being. For instance, together they address concerns about children's welfare, such as improving the quality of their sleep and the diversity of their diet. The childminder uses an exemplary range of strategies to extend children's social skills. Children display high levels of thoughtfulness, care for others and responsibility. They rapidly gain the confidence to share their innovative ideas and problem solving with adults. The childminder inspires children to help younger friends, for instance, by rephrasing the rules of games, so that everyone can join in with the fun and play fairly.

### Outcomes for children are good

All children make good rates of progress in all areas of their learning and development. For example, toddlers enjoy seeing the colour on 'magic mats' change as they make marks with different tools. Young children reflect on their early 'writing' as they enrich their own play with labels, lists and messages. Older children are particularly well prepared for school and the next stage in their learning. For example, they re-read written instructions in a board game, negotiate the rules and use them to establish fair play. They keep scores accurately in their heads and on paper, and know who came first, second or third. Children are curious in the world around them and they investigate well.

## Setting details

<b>Unique reference number</b>	EY497914
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	1037479
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She operates from Monday to Thursday for most of the year. The childminder is in receipt of funding for the provision of free early education to children aged two, three and four years. She holds qualified teacher status and has leadership experience in early years education.

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