

Childminder Report

Inspection date

19 April 2018

Previous inspection date

19 October 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

- Children build good relationships with the childminder. They are settled, happy and show good levels of emotional well-being.
- The childminder has a good understanding of how children learn and develop. She uses observations of children as they play, to identify what children can already do and plan further activities to support their learning.
- Partnerships with parents are good. The childminder gives parents daily feedback. She keeps them well involved in their children's progress, to support continuity in children's care and learning.
- All children make good progress in their learning. They are confident, motivated and have fun as they learn. They cooperate well with others during play and develop valuable skills, in preparation for pre-school and school.

It is not yet outstanding because:

- The childminder does not place enough focus on promoting children's emerging literacy skills, such as encouraging them to recognise and write their own name and record their ideas as they play.
- The childminder does not plan the outside environment as well as she does the inside. Therefore, children who prefer to learn outdoors do not benefit from equally stimulating learning experiences.

What the setting needs to do to improve further

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

- enhance the opportunities for children to recognise and write their own names and record their ideas as they play
- give the same consideration to thoughtful planning of the outside environment as inside.

Inspection activities

- The inspector observed the interaction between the childminder and children, and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector viewed the areas of the home used by children.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection procedures, which enables her to safeguard children. She is conscientious about safety and her supervision of children. She makes good use of networking opportunities, such as online forums and discussions with other professionals. This helps her to keep her knowledge and skills up to date and to sharpen her teaching skills. The childminder is effective in the evaluation of her provision. She seeks the views of parents to help her make continuous improvements in raising children's outcomes. Since the last inspection, she has taken positive action in encouraging children to complete tasks independently.

Quality of teaching, learning and assessment is good

Children show curiosity as they explore the resources and become engrossed in play. The childminder uses every opportunity to help support children's understanding of shape and measure. For example, as they play with toy caterpillars she asks them to categorise these in order of size. Children recognise which is the largest and which is the smallest, and place these at either end. The childminder interacts well with children and provides interesting activities based on their current interests. For instance, children learn to recognise change in their environment by looking at and discussing the life cycle of a butterfly. She uses naturally occurring events to talk to children about the features of their immediate environment, such as recognising that they do not need to have the lights on indoors as it is sunny outside.

Personal development, behaviour and welfare are good

The childminder has created a well-resourced and motivating environment. Children become independent and manage their personal care needs very well. The childminder encourages children to share, take turns and to be kind and helpful. She provides clear routines and boundaries to promote positive behaviour. Children respond well to the childminder's positive approach in behaviour management. Regular and meaningful praise by the childminder ensures children feel good about themselves. She is effective in teaching children about understanding the importance of leading healthy lifestyles. For example, children enjoy a well-balanced and nutritious diet and follow robust hygiene practices.

Outcomes for children are good

Children develop skills that prepare them well for their future learning. For example, they confidently choose what they would like to do and manage their own personal care routines. They follow instructions and confidently recall experiences and past events. They count reliably to 10 and use mathematical language during play. They demonstrate confidence in speaking and listening, and show high levels of imagination as they represent their own ideas and thoughts.

Setting details

Unique reference number	EY440248
Local authority	Bracknell Forest
Inspection number	1131765
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	19 October 2015
Telephone number	

The childminder registered in 2011 and lives in Bracknell, Berkshire. The childminder's provision operates Monday to Friday between 7am and 6pm, for most of the year. The childminder receives funding to provide free early education for children aged three and four years.

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