

# Childminder Report

**Inspection date**

25 April 2018

Previous inspection date

22 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 strong relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being.
- The childminder supports children's communication and language well. For instance, she repeats words and uses simple sentences to help them develop their understanding and speech.
- Partnerships with parents are good. The childminder keeps them up to date about the children's ongoing care and progress they make. This helps promote continuity of care and learning for children.
- Children develop the skills needed for the next stage in their learning, including pre-school and school. For instance, they recognise numbers, complete simple tasks and work cooperatively with other children.
- Older children are good listeners and able communicators. They contribute well to discussions and recognise that they need to take turns.

### It is not yet outstanding because:

- During planned activities, the childminder does not allow children to play with and explore the resources before using them for a purpose.
- The childminder has not explored a variety of ways to involve parents effectively in the evaluation of the setting.

## What the setting needs to do to improve further

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

- allow children to play with and explore the resources before using them for a purpose
- continue to explore a variety of ways to involve parents in the self-evaluation of the setting to help to continually drive for improvement.

### Inspection activities

- The inspector observed the interactions 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

Arrangements for safeguarding are effective. The childminder has a good understanding of the signs that may indicate a child may be at risk of harm. She knows the procedures to follow if she has concerns about a child's welfare. She completes regular observations of children and monitors their development effectively. She uses this information to identify any gaps in their learning and implement plans to support them to progress further. She works effectively with other professionals to sharpen her teaching skills. For example, she works with other childminders to share ideas for activities to complete with children. Effective evaluation enables the childminder to identify areas for improvement. Since the last inspection, she has developed her practice, to include encouraging children to use their home languages during their play. This helps to support their communication and language development well.

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

Children make independent choices from a wide range of resources and play materials. The childminder understands how children learn. She uses naturally occurring events to help children to develop an understanding of the wider environment. For example, when they hear a siren outside, she teaches them that it is an emergency vehicle and is travelling very fast to help someone in need. The childminder uses every opportunity to teach children to count and use numbers as they play. For instance, they play games that involve identifying numbers and counting the corresponding number of items. Pre-school children count reliably to 14 and beyond with help from the childminder. She supports children's physical development well. For example, she provides electronic resources that give children instructions that involve jumping, hopping and balancing. Children show confidence in moving in a variety of ways.

### Personal development, behaviour and welfare are good

The childminder recognises the importance keeping children safe. She completes risk assessment on the environment daily. Children learn about keeping themselves safe and receive clear guidance from the childminder. For example, they know that they must not cross the roads until she tells them it is safe to do so. Children successfully learn how to lead a healthy lifestyle. For example, they have regular fresh air and exercise, and follow good hygiene practices. Children's behaviour is good. They learn to respect each other's differences, such as through using a range of resources, books and role-play materials.

### Outcomes for children are good

All children make good progress from their starting points. They develop their independence as they carry out tasks themselves, including how to manage their personal care routines. Young children persevere as they try to solve problems and complete tasks, for instance, threading cotton reels onto a lace.

## Setting details

<b>Unique reference number</b>	EY342230
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	1129661
<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>	22 September 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Bracknell, Berkshire, and provides care for children from 8am to 6pm on Monday to Friday, for most of the year. The childminder holds a relevant level 3 qualification.

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Piccadilly Gate  
Store St  
Manchester  
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