

Childminder Report

Inspection date	9 May 2018
Previous inspection date	1 July 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 has a good knowledge and understanding of children's individual needs. She skilfully helps children to make good progress, including children whose starting points are lower than typical for their age.
- The childminder joins in children's play and supports them to develop the confidence to communicate. All children develop good skills for listening and understanding, and enjoy copying and learning new words.
- The childminder provides children with a positive role model. She sets clear expectations for behaviour and helps children learn to cooperate and include others in their play. Children are happy and settled. Younger children thoroughly enjoy cuddling up to the childminder while falling asleep.
- The childminder continually evaluates and improves her teaching practice. She seeks and uses ideas from other childminders to improve outcomes for children. For example, she has obtained a large floor mat which she uses effectively to help children to learn about numbers and colours.

It is not yet outstanding because:

- Sometimes, the childminder does not fully consider how to use children's individual interests to vary activities and challenge their learning and development further.
- The childminder does not persist in supporting parents to seek further advice from other agencies for children who are not reaching expected levels of development.

What the setting needs to do to improve further

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

- consider how to use children's individual interests better to provide them with more variety and challenge in their learning and development
- support parents to seek further advice from other agencies for children who are not reaching expected levels of development.

Inspection activities

- The inspector observed indoor activities.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector talked with children, parents and the childminder.
- The inspector sampled documentation.
- The inspector discussed self-evaluation with the childminder.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do if she is concerned about a child's welfare and safety. She completes additional training to keep her good knowledge and understanding of child protection procedures up to date. The childminder very occasionally works with an assistant to meet required ratios. She ensures the assistant fully understands policies and procedures and his role and responsibilities. The childminder shares information with teachers in nursery schools that children attend, to promote continuity in children's learning. She uses knowledge gained from completing a childcare qualification to accurately assess and check children's developmental progress. The childminder supports and advises parents well about how to promote children's development.

Quality of teaching, learning and assessment is good

The childminder engages well in children's play and effectively supports them to make progress in their learning and development. For example, she encourages them to choose cars and match them to different coloured shapes. Children eagerly count and match toy fire engines to numbers and identify other numbers at random. The childminder encourages children to learn to balance and control their movements, for instance, while using playground equipment. Babies confidently explore their environment and quickly learn to walk. The childminder has improved how she supports children's creative development and their understanding that print carries meaning. For instance, children use paint and their feet to make marks, and choose resources from labelled storage boxes.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming learning environment. There is a good range of accessible resources that motivates children and develops their independence. The childminder fully supports children's good health. She encourages all children to be active, enjoy physical activities and walking on outings. The childminder works closely with parents to ensure their children eat nutritious food. The childminder successfully develops children's understanding of how to keep themselves safe. For example, while playing with the toy cars she talks about road safety and explains why the children need to use the zebra crossings. She then reminds them about the crossings during outings.

Outcomes for children are good

Children develop the skills they need for starting school. They independently choose what they want to play with and learn to do things for themselves. Older children concentrate well while looking at books independently. Younger children quickly learn to feed themselves.

Setting details

Unique reference number	119226
Local authority	Bracknell Forest
Inspection number	1126738
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	9
Name of registered person	
Date of previous inspection	1 July 2015
Telephone number	

The childminder registered in 2000. She lives in Sandhurst, Berkshire. Her husband is registered as her assistant. The childminder provides care for children Monday to Friday, for most of the year. She holds a relevant level 3 childcare qualification. The childminder receives funding to provide free early education to children aged three years.

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