

Childminder Report

Inspection date

14 May 2018

Previous inspection date

17 September 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 regularly seeks the views of parents and children to continually improve her service. She talks to parents about preparing children for changes in their lives, such as potty training and starting new nurseries or schools. Information sharing with parents is effective.
- The childminder monitors children's achievements very closely to help her build on their strengths and address any gaps or delays in their development. She accurately identifies children's next steps in learning and regularly updates these with their parents. Children make consistently good level of progress in their learning.
- Children have lots of opportunities to make choices and build their independence. They soon become absorbed in their activities and confidently lead their own play and learning. Children are curious and have time to experiment.
- Partnerships with other settings promote effective and consistent outcomes for all children. The childminder uses her experience as a nursery practitioner to work closely with other professionals, enhance children's learning and prepare children for school.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to develop children's imaginations, thinking and problem-solving skills as they play and investigate.
- Planning is not precise enough to capitalise on the childminder's excellent assessments, monitoring and identification of next steps in learning.

What the setting needs to do to improve further

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

- develop children's imaginative thinking and problem-solving skills further to help children reach even higher levels of achievement
- use opportunities that arise in play more effectively to help children to practise new skills and reach the next steps in their learning more rapidly.

Inspection activities

- The inspector observed, listened to and talked with children as they played.
- 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 spoken to on the day and reviewed written communication from parents.
- 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

Safeguarding is effective. The childminder knows what to do if she has any child protection concerns and keeps relevant contact details with her at all times. She places a high priority on using up-to-date and well-informed policies, procedures and daily risk assessments to help keep children safe each day. The childminder underpins all aspects of safeguarding and welfare with a range of training initiatives. She is a well-qualified and experienced practitioner, but she invests less time in professional development activities aimed at raising the quality of her teaching to even higher levels. The childminder has identified this within her astute self-evaluation and plans for improvements.

Quality of teaching, learning and assessment is good

The childminder is very attentive and quickly responds to children's current needs and interests. For example, she ensures that toddlers have the space to explore and try new challenges, such as climbing up small slides. The childminder diligently supervises children and gently intervenes to ensure older children think about the needs of others to enable everyone to take a turn in activities. Older children soon learn to take pride in their friends' achievements. They also delight in mastering new physical challenges, such as using their own body to roll and propel a pop-up tunnel, and working out how to pack away the tunnel. The childminder consistently models new vocabulary and helps children express their ideas with greater clarity and precision. Children's speech develops well.

Personal development, behaviour and welfare are good

The childminder works well with parents to identify children's needs, interests and achievements when they join her setting. She is very caring and nurturing with the children and they soon develop secure and settled relationships with her. Parents say that the childminder is a huge part of their lives and integral to their children's development and emotional well-being. The childminder establishes clear rules and boundaries for behaviour and children play cooperatively, share and take turns. Children learn to keep themselves safe. The childminder prepares activities that help children start to think about safety. For example, they visit local parks and places of interest.

Outcomes for children are good

All ages of children make good levels of progress and are well prepared for the next stage in their learning. Babies have plenty of stimulation to promote their desire to communicate and explore. Toddlers practise a broad range of new social skills in addition to strengthening small and large physical skills using different toys and apparatus. Older children are beginning to use mathematical language to compare items. They recognise numbers and some of the letters in their names. Children develop a strong sense of their place in their local community and are confident to share their ideas with new friends.

Setting details

Unique reference number	EY380454
Local authority	Bracknell Forest
Inspection number	1130240
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	8
Name of registered person	
Date of previous inspection	17 September 2015
Telephone number	

The childminder registered in 2008. She works from 7.30am to 6pm each weekday, for most of the year. The childminder holds an appropriate qualification at level 3.

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