

Childminder report

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| Inspection date | 24 August 2018 |
| Previous inspection date | 23 November 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision is good

- Children take part in a wide range of play experiences. They make independent choices from a good choice of resources and play materials. They are eager to participate in activities and are developing good listening skills.
- Partnerships with parents are good. The childminder communicates well with them and has effective arrangements to share details of children's learning. These positive relationships promote continuity of care and learning for children to ensure their needs are met.
- Children's health and well-being is enhanced through good hygiene practices, healthy eating and regular exercise, for example, during visits to the park.
- The childminder makes good use of networking opportunities and meets with other professionals to discuss practice issues and to sharpen her knowledge and skills.
- Children learn a good range of skills that will help them at school and pre-school. For example, they follow instructions and enjoy recalling their experiences and past events. They count reliably beyond 10 and use mathematical language during play.

It is not yet outstanding because:

- Occasionally, when the childminder asks children questions, she does not always give them time to think and respond.
- Although children make good progress, the childminder does not use the assessments she completes on their learning as accurately as she could, to quickly identify any emerging gaps 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:

- allow children more time to think through and express their answers to questions
- use the assessments of children's learning more accurately to help quickly identify any emerging gaps in their progress.

Inspection activities

- The inspector spoke with the childminder throughout the inspection and asked her questions about how she assesses children's learning and keeps them safe.
- The inspector viewed the areas of the home that are used for childminding.
- The inspector checked a range of documents, including the suitability checks of adults living on the premises, training certificates and the childminder's policies.
- The inspector observed interactions between the children and the childminder.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder promotes children's learning effectively. She completes regular observations on children and uses this information to plan next steps to help them progress further. Safeguarding is effective. The childminder has a good knowledge and understanding of the signs that may indicate a concern about a child's welfare. She has recently completed training to help her to recognise children who may be at risk, such as from extreme behaviours and views. She successfully helps children to have a good understanding of how to keep themselves safe. For instance, she gently reminds them how to keep safe when visiting parks and when walking alongside roads. Links with other providers are good. The childminder shares information with other settings children attend and works effectively with teachers to share information about children's learning to help prepare them for pre-school and school. The childminder successfully evaluates her practice. Since the previous inspection, she has added to the range of resources to enable children to enrich their early reading skills. For instance, children have access to a range of words displayed on posters within the playroom.

Quality of teaching, learning and assessment is good

The childminder makes good use of children's spontaneous play to extend their learning. For example, when they use bricks to build a tall tower, she uses these opportunities to ask them to name the colour and shape of the bricks. She extends the activity further to keep the children motivated, such as asking them what they need to do to stop the tower from falling over. Children know that if they hold the tower carefully they can make it very tall. During activities, the childminder uses every opportunity to help support children's understanding of shape and measure. For instance, as she reads stories to them, she asks them to identify the different sizes of the characters and talks about snails travelling very slow and other creatures who travel fast. When children show an interest in an owl in the story, the childminder explains to them that they do not see these birds very often as they hunt and eat during the night and sleep during the day.

Personal development, behaviour and welfare are good

The childminder forms positive relationships with children. She offers new children settling-in sessions to help them become familiar with her setting. She is kind, friendly and welcoming and actively participates in children's games. Children are happy, content and settled within the childminder's care. They explore with confidence and make independent choices in their play. The childminder effectively supports children's good behaviour. She uses positive strategies such as having clear rules to help children understand the types of behaviour that are acceptable and those that are not. For example, being kind to others, and taking care of the resources. She is conscientious about keeping children safe and regularly checks the environment and resources to make sure they are suitable for children to use.

Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning. They show high levels of concentration and perseverance during activities. They behave well and have a good understanding of what is right and wrong.

Setting details

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| Unique reference number | 118970 |
| Local authority | Bracknell Forest |
| Inspection number | 10061678 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 3 - 7 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 23 November 2015 |

The childminder registered in 1977 and lives in the Birch Hill area of Bracknell, Berkshire. She operates Monday to Friday for most of the year, from 7.30am to 6pm. The childminder holds an appropriate qualification at level 3.

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