

# Childminder report

<b>Inspection date</b>	14 November 2018
Previous inspection date	23 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The childminder is very attentive and listens carefully to what children say. She creates many opportunities for them to hear and gain the confidence to use new vocabulary. Children express their ideas and views with great certainty and clarity.
- The childminder is extremely kind and caring. Children form warm and secure relationships with her. They know they are valued, safe and accepted for who they are.
- The childminder works well with other early years providers, when required. Children receive consistent experiences in their care and learning. For instance, providers work together to encourage children to eat a more diverse range of healthy food.
- Children make good progress in their learning. For example, they become skilled in using a pencil to draw and form letters. Children count and recognise numbers. They enjoy exploring different materials and what they can create with them.

### It is not yet outstanding because:

- In recent years, the highly experienced childminder has not focused her professional development precisely enough on teaching and learning to promote excellence and even better outcomes for children, particularly high achievers.
- Arrangements to monitor the rate of children's progress are not fully developed to check that they are reaching their potential.
- On occasion, faster-thinking and more-eloquent children dominate games with younger children.

## What the setting needs to do to improve further

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

- focus professional development on raising the quality of teaching to promote even better outcomes for children
- monitor and evaluate the rate of children's progress to check that children are achieving their potential
- help children to recognise and respect the different needs of younger children.

### 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 leadership and management is good

Safeguarding is effective. The childminder diligently updates her knowledge of safeguarding and child protection issues. She knows what to look out for and how to respond should she have any concerns about a child's welfare. The childminder draws on her extensive experience, and risk assessments, to help her keep children safe as they explore their community together. Children enjoy outings to many different places and get plenty of outdoor physical exercise. The childminder welcomes ongoing support from her local authority advisers and continues to make improvements to her service. For example, she checks that children are achieving in all aspects of their learning. She is also working towards sharing more-informed termly updates with their parents.

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

The childminder knows the children in her care well. For example, she can explain the progress that each child has made in their development and how she has helped them to achieve higher levels of skill. The childminder assesses where children are in their learning and plans ways to promote the next steps in their development. For instance, when children are learning to take turns, she skilfully engages them in games where they swiftly take a turn in sequence. Children repeatedly hear and rapidly come to follow her instructions. They learn when to take their turn and when to wait for a friend. They learn to follow the rules of the game.

### Personal development, behaviour and welfare are good

The childminder gently and sensitively responds to children's individual personalities and needs. Children are relaxed in her presence, and readily voice their preferences and ask her for help when they need it. The childminder provides nutritionally balanced, healthy home-cooked meals and models clear expectations for children's behaviour at mealtimes. For example, children sit and converse together around the table. They learn to say 'excuse me' and ask their friends politely to 'please help me'. The childminder promotes children's awareness of how to keep themselves safe. For instance, children tidy away toys so they do not trip over them and stay within her sight when they go on long walks in the woods.

### Outcomes for children are good

All children are working within the range of development typical for their age. Children are competitive and persist towards an end goal. This often means they will sit still and concentrate for long periods or keep going until they have found a way to solve a problem. Generally, the children enjoy each other's company and play happily together. For example, they listen attentively to stories, learn to handle and fit more-complex jigsaw puzzles together and work out how to activate technological toys. Children are well prepared socially, emotionally and academically for the next stage in their learning, including school. For their ages, children are polite, curious and confident.

## Setting details

<b>Unique reference number</b>	108366
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10080462
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 February 2018

The childminder registered in 1992 and lives in Ascot, Berkshire. She works each weekday from 8am to 6pm, for most of the year. The childminder is in receipt of funding for the provision of free early education to children aged three and four years.

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