

# Childminder report

<b>Inspection date</b>	21 November 2018
Previous inspection date	20 October 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 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 focuses well on children's personal, social and emotional development. Children engage well, are motivated and develop good relationships with each other.
- The childminder uses observations and assessments effectively to plan interesting activities based around children's interests. She identifies next steps in children's learning well. All children make good progress in their development.
- The childminder organises trips for children to enjoy, such as to the local play-and-stay groups. These give them lots of opportunities to socialise with other children and to develop their self-confidence skills in group situations.
- The childminder has a good understanding about how children learn. She supports young children to use and understand mathematics during their play. This helps children to develop their emerging counting skills effectively.
- The childminder has a positive attitude to developing her practice. She welcomes feedback from parents which she uses to help her evaluate and make changes to enhance her provision. This helps to maintain the good levels of care that she offers.

### It is not yet outstanding because:

- The childminder does not gather precise information about what children already know and can do from the onset to identify accurate starting points in their learning.
- The childminder does not always consider how she promotes children's self-care skills, particularly during handwashing routines.

## What the setting needs to do to improve further

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

- gather more precise information when children first start and consider prior achievements fully when assessing their starting points to inform future planning
- support children's self-care skills more consistently and enhance their physical development even further.

### Inspection activities

- The inspector carried out a joint observation with the childminder. She discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability checks completed on all those living in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibilities to keep children safe from harm. She completes regular safeguarding training to help ensure her knowledge is up to date and she can confidently follow local procedures if she has a concern about a child's welfare. The childminder has completed a variety of professional courses to help improve her practice. For example, her early years degree has enabled her to understand children's patterns of development and how to further support their individual interests and needs. Overall, the childminder shares information with parents that helps to provide a consistent approach to meeting children's care needs and supporting their ongoing learning.

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

The childminder is well qualified and uses her skills and knowledge effectively to identify what children need to learn next. She has a secure understanding of the learning and development requirements and plans her environment carefully to support this, as well as children's emerging interests. For example, she arranges various colourful sensory and natural materials for children who are beginning to learn their colours. The childminder interacts effectively with children while they play and fosters communication and language skills well. For example, she models clear and simple language to young children to support their developing vocabulary. The childminder has good systems to track children's individual development which quickly highlight any gaps in their learning.

### Personal development, behaviour and welfare are good

The childminder is kind and caring. Her home is warm and welcoming, and she forms close relationships with the children. This is demonstrated well, for example, when children frequently approach her for cuddles and reassurance when they are tired or upset. This bond with the childminder strongly supports children's emotional needs. Children behave well. The childminder supports children's self-esteem, for instance, by praising their achievements. Children learn to share toys fairly, take turns and respect the feelings of others. Young children are gaining confidence in their own abilities and demonstrate a sense of belonging.

### Outcomes for children are good

Children are prepared well for their future learning, such as pre-school or school. Older children are able to choose their own resources and use their imaginations well. For example, they select the play kitchen and work together to use their imaginations to make various drinks and food. Younger children are able to communicate their needs and start to form words. They confidently move around and enjoy exploring different sensory materials. All children clearly enjoy their time with the childminder and benefit from the interesting activities she provides.

## Setting details

<b>Unique reference number</b>	EY347610
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10059462
<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>	1 - 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 October 2015

The childminder registered in 2007 and lives in Bracknell, Berkshire. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a relevant childcare degree.

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