

# Childminder report

<b>Inspection date</b>	12 December 2018
Previous inspection date	11 June 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

### **This provision is good**

- Children are very happy and settled in the childminder's care. Children form strong emotional attachments with the childminder and their peers. The childminder is friendly and attentive to the children's individual needs. This helps to support children's emotional well-being successfully.
- The childminder provides opportunities for children to enjoy fresh air and exercise on a daily basis. She organises regular activities, such as visits to local parks, soft play and toddler groups. This helps children to develop good social skills.
- The childminder is a good role model. She supports each child to develop an awareness of managing their own behaviour. Children learn to take turns with toys and resources. They learn to behave appropriately and are well mannered.
- Partnerships with parents are strong. The childminder collects relevant information about individual children's learning and development. She asks parents about their child's learning at home and makes her own observations to plan activities that support children's good progress over time.
- Self-evaluation is effective, accurately identifying the strengths of the provision and aspects the childminder would like to improve. She receives complimentary feedback from parents about the care she provides and the progress their children make.
- The childminder does not always use her observations and assessments on children precisely enough, to plan suitably challenging activities to help them to make even better progress.
- Professional development opportunities are not yet focused precisely enough to help the childminder to develop her teaching skills even further to help her to raise teaching to the highest level.

## What the setting needs to do to improve further

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

- strengthen the use of observations and assessments to sharply focus on precisely planning what the children need to learn next that enable the children to make even better progress.
- make full use of professional development opportunities to aim at raising the quality of teaching to the highest level

### Inspection activities

- The inspector observed the quality of the teaching during the inspection and evaluated the impact this has on children's learning.
- The inspector looked at children's records, policies and procedures, and evidence of the suitability of the childminder and the adults in the household.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the children during the inspection.
- The inspector took account of parents' views through discussion and questionnaires.

**Inspector**  
Kelly Lane

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular training, including first aid and safeguarding. She uses information from training to update her policies, which accurately reflect all local safeguarding procedures. The childminder has a good understanding of child protection issues. She knows what to do if she has a concern about the welfare of a child. She carries out daily risk assessments to ensure that her home is safe and secure, and successfully teaches children about how to keep themselves safe. She has a wide range of written policies and procedures that she shares with parents to help ensure that they are aware of her expectations. She has established good partnerships with parents and uses effective communication methods to share information about the children. For example, the childminder shares and records activities that children have enjoyed so that parents can continue these experiences at home.

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

The childminder has a kind and caring approach. Children take part in a good variety of activities. They are able to access resources and make independent choices in their play. She interacts purposefully with them during activities. Children are creative and use their imaginations well. For example, they spend some time playing with small-world toys to recreate experiences they are familiar with. The childminder extends children's speaking skills effectively. The childminder supports children's literacy skills well. For example, children enjoy singing songs with musical instruments. Children demonstrate an early understanding of mathematics. The childminder encourages them to count and identify quantities.

### Personal development, behaviour and welfare are good

The childminder skilfully supports children to be independent and to extend their self-help skills. She praises children warmly. Children develop a good understanding of their local community. For example, the childminder takes them on visits to the local shops. They enjoy regular trips to different toddler groups where they have opportunities to socialise with children in larger groups. The childminder successfully supports children's physical skills. For example, children are confident climbing the stairs in the childminder's house and on visits to local parks to play on climbing equipment. The childminder skilfully supports children to be independent and to extend their self-help skills. Children wash and dry their hands and help the childminder with tasks, such as tidying away toys.

### Outcomes for children are good

All children make good progress from their starting points including those who need additional support. Children make decisions about their play and the activities in which they participate. Children are developing independence. For example, they tidy away toys and resources when they have finished playing with them. They are confident to ask for help from the childminder when they need it. Children are well prepared for the next stage of their education, including the move on to school.

## Setting details

<b>Unique reference number</b>	955517
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10070051
<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>	15 - 84
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 June 2015

The childminder registered in 2000. She lives in Bracknell, Berkshire. She operates Monday, Tuesday, Thursday and Friday between 8am and 4pm, term time only.

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