

Childminder report

Inspection date	30 January 2019
Previous inspection date	4 May 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Partnerships with parents and with other professionals who work with the children, such as nursery practitioners, are excellent. The childminder uses different channels of communication very effectively to help prepare children for new ventures in their community.
- The childminder uses her thorough and accurate assessments to identify the next steps in children's learning and promote their development. Children enjoy a wide range of opportunities to practise and master new skills.
- The childminder closely monitors the rate of children's progress in all aspects of their learning to identify their strengths and address areas where they need more help. Children who start with speech delays soon gain the communication and speech skills to catch up with their age group.
- The childminder and her assistant provide an extremely stable and secure homely environment. They very skilfully and kindly promote children's confidence, positive behaviour and respectful relationships. Children rapidly become self-assured and develop excellent social skills.
- Outcomes for children are good. Children are well prepared for school. For example, they develop a good understanding of mathematical language that helps them to make comparisons as they sort, count and sequence items according to size.
- The childminder and her assistant do not make the best use of opportunities to gently challenge children's thinking and learning to even higher levels, for example, to help children think through a plan, work out a solution to a problem or try to express their ideas more precisely.

What the setting needs to do to improve further

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

- make better use of opportunities to gently challenge children's thinking and learning to an even higher level.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and prepared to go to nursery.
- 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 undertook a joint observation with the childminder and spoke with her about how she monitored her assistant and the impact of her training on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The childminder is highly accountable and organised in all areas of her practice, which she reviews thoroughly. Recent improvements include new ways of sharing high-quality information, guidance and assessments with children's parents. She has a very good understanding of children's individual needs, interests and achievements, and she uses this knowledge to help children make good progress. Safeguarding is effective. The childminder is particularly well trained in safeguarding and welfare. She checks that her assistant understands how to respond appropriately to any child protection concerns and shares up-to-date information, policies and procedures with parents.

Quality of teaching, learning and assessment is good

The childminder is well qualified, and her husband, who is registered as her assistant, is just completing his level 3 qualification. The childminder works with his college tutors and continues to monitor and guide his practice to ensure that it is of a high standard. The childminder also continues to study and apply new ideas to raise the quality of her own teaching. For example, she has a clear understanding of how to prepare children for starting nurseries and schools. Children quickly learn to independently manage skills, such as fastening clothes, toileting and tidying. With parental permission, the childminder works closely with other professionals to provide continuity in children's care and learning. Children are very settled and happy.

Personal development, behaviour and welfare are outstanding

The childminder and her assistant create a very welcoming, relaxed and nurturing home. They work exceptionally well as a team to meet every child's needs and help them pursue their individual interests. For example, younger children sleep in comfort at the setting as older children are taken to nursery. Children who love to sing and make up stories do so, while others concentrate diligently as they master balancing different shapes of construction blocks. The childminder creates exciting play environments indoors and outdoors. For instance, children move freely between easily accessible toys and props indoors and in the garden. They play imaginatively in different locations and are encouraged to pursue physical activities of their choice, such as football and using the swings. Children are curious to explore and do not give up easily when they experiment.

Outcomes for children are good

All children make good progress in their learning. For example, adaptations are made to support children with slower starts and they take full advantage of joining in with group activities. Children from very different backgrounds learn that they are all valued equally. They meet the childminder's high expectations for their treatment of each other and are learning to take some responsibility for their environment. Children are extremely well prepared for the next stage in their learning, including school. For instance, they are practised in using small tools, such as cutlery, crayons and pencils.

Setting details

Unique reference number	EY459492
Local authority	Bracknell Forest
Inspection number	10075397
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	12
Number of children on roll	5
Date of previous inspection	4 May 2016

The childminder registered in 2013. She works with her husband, who is registered as her assistant. The childminder works from 8am to 6pm each weekday for most of the year. The childminder is in receipt of funding for the provision of free early education to children aged two, three and four years. She holds an appropriate qualification at level 3.

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