

# Childminder report

<b>Inspection date</b>	6 February 2019
Previous inspection date	15 March 2016

<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**

- The childminder develops very good partnerships with parents. She listens to their feedback, and her easy communication style helps her to deliver a consistent approach to children's care and welfare. For example, the childminder shares information about the new foods children have tried and enjoyed each day.
- The childminder completes good progress checks for two-year-old children. These provide a short written summary of children's progress in the prime areas of learning. Health visitors indicate that they appreciate the timeliness of her updates, and parents agree that they provide accurate and helpful information.
- The childminder works particularly well with parents to support children's emotional well-being, and to help children learn about and manage their emotions. Children have a strong sense of belonging, and are emotionally secure and self-confident.
- Outcomes for children are good. For example, they are enthusiastic to try new things, curious to find out more and confident to question adults for more information.
- The childminder does not monitor children's progress precisely enough to be sure that they are achieving the highest levels of progress in all areas of their learning.
- The childminder does not share her wealth of knowledge about children's development, interests and individual needs effectively, to enrich their move to school.

## What the setting needs to do to improve further

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

- refine the arrangements for monitoring children's progress, to help them reach the highest possible levels of achievement
- extend links and information sharing with local schools to help promote children's move to school.

### 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

The childminder uses her warm personality, extensive experience and perceptive observations to help create a very welcoming setting where children quickly relax, play and learn. She reflects carefully on her practice and constantly makes small improvements to meet children's individual needs and interests. For example, she rotates toys and books in the play room to reflect children's current choice of play and challenge their further exploration. The childminder uses her established professional network well to keep herself up to date with guidance and good practice. She is accountable to parents and provides them with the key policies and procedures she uses to underpin children's health and welfare. The childminder knows how to identify and respond appropriately to concerns about children's safety and protection. Safeguarding is effective.

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

The childminder knows each child in her care very well overall. She has clear ideas about the next steps in their development and skilfully creates opportunities for children to master new skills and concepts. For example, as she shares story books with children of different ages, she prompts older children to make connections between initial letters, sounds and printed words. Younger children gain the confidence to join in with familiar rhymes and phrases. The childminder uses the internet safely and effectively, to help keep her ideas fresh and identify helpful resources and information. For instance, she has recently completed an online training course and sees this as a way to continue to extend her knowledge and skills to raise the quality of her teaching even further.

### Personal development, behaviour and welfare are good

The childminder prepares children well for new experiences and they are very secure in her presence. Children are socially confident and willing to share their ideas, views and concerns with her and with other people they meet. The childminder provides a wealth of opportunities for children to master new physical skills. For instance, children delight in using a wide variety of toys to manoeuvre, climb, slide and dig in her garden. The childminder helps children to overcome a fear of heights. She creates opportunities for children to climb increasingly challenging apparatus with her support. Young children gain high levels of self-confidence and independence in managing small tasks for themselves, in time for school. For instance, they learn to use safety knives to chop and examine new fruit and vegetables.

### Outcomes for children are good

All children make good progress and are well prepared for the next stage in their learning, including school. For example, children listen and attend for lengthy periods. They develop a broad vocabulary and a secure understanding that books can be fascinating. Children adopt and extend ideas from stories in their imaginative play. They learn that true stories give them insights into very different worlds from their own and that there are many similarities between people, wherever they live. Children learn to use a wide range of small tools, hold pencils correctly and write their name on their artwork.

## Setting details

<b>Unique reference number</b>	112511
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10072276
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 March 2016

The childminder registered in 1993 and is located in Sandhurst, Berkshire. She works from Tuesday to Friday throughout 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.

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