

# Childminder report



<b>Inspection date</b>	6 March 2019
Previous inspection date	30 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
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 happy, confident and settled in the childminder's care. Children share positive, warm relationships with the friendly and attentive childminder.
- Partnership with parents is good. The childminder engages in open, two-way communication with parents to ensure all care routines and learning opportunities are mirrored within her setting.
- The childminder uses information from her assessments of children's learning to plan opportunities which promote children's ongoing development. She works closely with other settings and professionals to provide a consistent approach to their learning and care.
- Children behave well. They listen to the childminder and respond well to her high expectations and the boundaries she sets. They learn to control their feelings and emotions and follow routines well. For example, children readily help when it is tidy-up time.
- The childminder plans regular outings for the children, such as taking them to toddler and childminding groups and nearby parks. She risk assesses these trips to ensure that all perceived hazards are identified and minimised.
- The childminder places a good focus on supporting children's emerging mathematical skills. For example, she encourages them to name and count numbers in craft activities.
- Children make good progress in their learning and build on their vocabulary and knowledge. They develop skills that prepare them well for their future learning. For example, as children explore play dough and make food items, they are introduced to different healthy foods.
- Although the childminder's skills and knowledge are good, she does not regularly engage in ongoing and continued professional development opportunities to drive the quality of her provision even further.
- The childminder regularly reflects on her practice. However, she does not sharply focus her evaluation systems to identify clear targets and drive improvements to the very 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 and reinforce good knowledge and skills by identifying a more precise plan to support ongoing professional development and drive the quality to a higher level
- extend current reflection and evaluation procedures and use these systems more effectively to drive improvements to an even greater level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Kelly Lane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is alert to the possible indicators of abuse and knows what action to take if she has any concerns about a child's welfare. The childminder creates a safe space for children. She carries out daily risk assessments to ensure that her home is safe and secure to minimise any risks. The childminder monitors children's learning effectively. She completes regular observations and tracks children's achievements consistently. She has established good partnerships with parents and uses effective communication methods to share information about their children. For example, children have daily diaries and the childminder 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 observes and assesses children's progress. Her planning for their future learning is based on her good knowledge of what they already know and can do. Children enjoy singing and dancing to their favourite songs and rhymes. The childminder supports children's interest in books. Children are confident in selecting their favourite stories for the childminder to read. The childminder utilises children's interest in books to extend and develop their emerging feelings and emotions. She takes plenty of opportunities to teach children mathematical skills. For instance, children count objects as they help to tidy away craft activities that they have completed. The children show a good understanding of the world in which they live. For instance, they happily speak to the post lady and are curious about a parcel that is delivered to the childminder's home.

### Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence. They make independent choices in their play and show high levels of emotional well-being. They have good opportunities to participate in physical activities. For example, they walk to local parks regularly and experience fresh air and physical opportunities such as climbing and running. The childminder effectively supports children's understanding of how to behave well. She acts as a good role model and helps children to understand their emotions. For instance, she uses stories to talk about their feelings and behaviours. Children demonstrate high levels of respect for others.

### Outcomes for children are good

Children are curious and eager to explore. They are keen to participate and this positive attitude creates a secure foundation for future learning. They are happy, settled and behave well. Children recall past events and talk about people who are familiar to them. For example, as they look at photographs of themselves, they talk about activities and point out their friends in the pictures.

## Setting details

<b>Unique reference number</b>	EY371033
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10070052
<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>	3 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	30 August 2018

The childminder registered in 2008. She lives in Warfield, in Bracknell, Berkshire. The childminder works 7am to 7pm, Monday to Friday for most of the year.

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