

Childminder report

Inspection date	7 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 provides a warm and welcoming environment where children enjoy exploring a wide range of toys linked to their individual interests.
- The childminder offers fun opportunities for children to learn about the similarities and differences between themselves and others. For example, children enjoy listening to music from different cultures and visited elderly people at Christmas to sing carols and make paper chains.
- The childminder supports children to develop their physical skills and get lots of fresh air. For instance, they explore woods on a bear hunt and visit many local parks to climb on equipment.
- The childminder networks with colleagues to share ideas and plan opportunities for children to develop friendships. Children learn to share and take turns and have plenty of opportunities to develop their independence skills.
- Parents are full of praise for the childminder. They value her flexibility to their needs and enjoy regular communication about their children's well-being. The childminder shares resources with parents and discusses children's next steps with them to create a united approach to children's learning and development.
- All children, including those who speak English as an additional language, make good progress from their starting points.
- The childminder plans focused sessions for children to develop their early mathematics and literacy skills. However, at times some children do not fully engage and benefit from these opportunities.
- Overall, the childminder has good communication skills and children are happy to share their thoughts and opinions with her. On occasions, some children would benefit from more consistent strategies to help them develop their communication and understanding even further.

What the setting needs to do to improve further

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

- review the organisation of group times so that all children benefit from the learning objectives, particularly those children who enjoy learning outside
- strengthen support for children whose language development is below expectations for their age to develop their understanding further.

Inspection activities

- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector and the childminder evaluated a planned activity together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed teaching and the impact this had on children's learning both indoors and outdoors.
- The inspector looked at development records, a selection of policies and procedures and the accident and medication records.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her service well. She clearly outlines areas she has successfully developed since registering, such as termly progress reports and newsletters for parents. The childminder has started to develop her knowledge of the different learning styles children use in their play. This has helped her identify and purchase new resources which follow children's individual interests. The childminder assesses her environment carefully and minimises any risks to help keep children safe. She refreshes her knowledge about the many ways children could be at risk of harm. She confidently explains local reporting procedures should she have concerns about a child's welfare. Safeguarding is effective. The childminder attends regular provider meetings organised by her local council. This helps her to keep up to date with any changes in legislation and network with other providers to share good practice.

Quality of teaching, learning and assessment is good

Children enjoy many activities which develop their creativity and imagination. The childminder supports children to develop role play, asking questions about their 'babies'. She extends their critical thinking skills by encouraging them to consider all the things a baby would need. Children love reading books with the childminder and enjoy exploring items which relate to the story. For example, they read about different cultures while exploring fruit and discussing animals. Children learn to balance items on their heads in baskets, supporting them to develop an understanding of different weights and quantities. The childminder helps children to develop their early writing skills. This is illustrated as they delight in painting the patio outside with water and making marks with chalk.

Personal development, behaviour and welfare are good

Children have plenty of opportunities to develop the skills they will need for future learning. The childminder plans sessions to support children to develop their listening skills and encourages independence with as many tasks as possible. Even the youngest children are encouraged to get dressed for outdoor play and select items for their snack time. Children are encouraged to consider risks such as using knives and staying safe while they play in the woods. They develop good levels of confidence and feel safe in the childminder's home. Children learn that their opinions are valued as they make choices and discuss topics with the childminder. She celebrates their different cultures, for example when they paint eggs at Easter and taste food from one another's countries. The childminder teaches children about healthy lifestyles well. For instance, they practise brushing their teeth each day after a nap and go for blackberry-picking walks.

Outcomes for children are good

Children effectively develop their coordination and independence skills. For example, they squeeze fruit and learn to spread marmalade onto toast. Children learn about the world around them, for example they go on bus trips and learn to grow vegetables. Children enjoy lots of messy play and learn to sing nursery rhymes, helping them to develop their creativity and numeracy skills. Children make good progress from their starting points and enjoy all the special trips the childminder organises.

Setting details

Unique reference number	EY544288
Local authority	Bracknell Forest
Inspection number	10099576
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Bracknell, Berkshire. She operates Monday to Friday between 7.45am and 5pm, during term time only. The childminder holds a relevant level 3 qualification.

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