

# Childminder report

<b>Inspection date</b>	23 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<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

- The childminder is very careful about grounding all her policies, procedures and daily practices in guidance that she fully understands. She has developed a broad and secure knowledge of where to locate further help or information to keep her practice up to date.
- The childminder makes good risk assessments and provides safe and interesting play areas for children indoors and outdoors. For example, babies cruise safely around low furnishings and confidently step out across soft level flooring to reach toys that interest them.
- The childminder is relatively new to the role and reflects well on her teaching to see how she can help children to progress further. She provides an interesting range of activities to promote children's play and experimentation. For example, children enjoy hunting for items in a small ball pit and are fascinated by creating objects from dough.
- The childminder is skilled in modelling a broad range of language related to the children's interests. Older children make good progress in their communication and speaking.
- Children are very settled and happy in the childminder's care. Parents kindly acknowledge the childminder's help and pride in seeing their children develop.
- Children are motivated and confident learners. They enjoy their time with the childminder because they have fun. They enthusiastically take part in the activities on offer and learn skills that will help them when they move on to school.
- The childminder imitates babies' vocal play, but there is room to extend her confidence and skills in this area to help young children develop their first words at a faster rate.
- The childminder accurately identifies some next steps in children's learning. However, she does not target them precisely or consistently enough to help children make the best possible progress in all areas of their development.

## What the setting needs to do to improve further

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

- extend professional development to include a more in-depth understanding of how babies develop their early vocalisations and first words to help them make rapid progress
- target the children's next steps in learning more consistently and precisely to help accelerate their learning.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- 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 has made a good start to her childminding business. Her knowledge of safeguarding and child protection is detailed and secure. This is underpinned by a broad range of professional activities, such as online training and taught courses. The childminder knows who to contact for help with different types of concerns and keeps contact numbers with her when she is out. Safeguarding is effective. The childminder reflects on her practice and makes good judgements about how to improve it further. For example, when children of different ages started attending the setting, she refreshed her training in modelling positive behaviour. Older children learn to adapt, share their toys and understand how they can help younger friends.

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

The childminder has established good systems for checking the progress children make. She develops good communication with parents from the start and learns a great deal about their children. This helps her to know how she can develop children's interests further. For example, knowing that babies are very nearly walking, she places push-along walkers within reach. Young children quickly gain the strength and confidence they need to walk with support to new places of interest and more challenging activities. The childminder adds her professional observations to ongoing assessments to check the rate of children's progress. She also looks for areas where children may need more help. She shares her observations with parents and together they agree some next steps in children's learning and development. Children benefit from their coordinated approach to care routines and current interests.

### Personal development, behaviour and welfare are good

The childminder is sensitive and responsive to children's needs. Children soon settle and feel secure in her care. The childminder carefully thinks through arrangements for meals, naps and outings into the community. Premises, safety seats and bedding are safe, clean and hygienic. Young children proudly feed themselves finger foods, learn to master cutlery and soon gain the skills to eat a broad healthy diet. The childminder is quick to notice and share her joy with children as they achieve and try to do new things. They feel valued and willingly have another go or turn to her for a cuddle. Children enjoy plenty of opportunities to play outdoors. For example, older children help to plant and water strawberries. They practise using different tools to squirt, stir and experiment with capacity as they play with water. The setting is rich with children's laughter.

### Outcomes for children are good

Children make good progress. Babies learn from older children and new environments. They develop friendships and explore different challenges under the watchful eye of the childminder. Older children are socially confident. They use the bathroom independently, wash their hands with soap and know how to dry them well. Children are well prepared for the next stage in their learning and for activities in the community. They ask adults for help when they need it, have a very good go at doing things for themselves and kindly offer help to others when they need it.

## Setting details

<b>Unique reference number</b>	EY546220
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10103554
<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>	1 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Bracknell, Berkshire. The childminder provides care for children Monday to Friday, for most of the year.

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