

Childminder report

Inspection date	15 August 2019
Previous inspection date	26 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The childminder works in partnership with parents extremely well. She shares child development knowledge and teaching strategies which support children's learning at home. Parents are incredibly positive about the 'excellent communication' they receive.
- The childminder has a firm understanding of what children can do and high expectations of what they can achieve. She provides a range of activities which engage children's focus and promote learning.
- The childminder provides a wide range of opportunities for children to learn about people and communities beyond their own. Children learn to develop an exceptional understanding of their own uniqueness and value the similarities and differences between themselves and others.
- Young children demonstrate extremely high levels of independence in self-care skills. For example, children feed themselves competently. They manage shoes and clothing without assistance. Parents greatly value the childminder's support in this area of development and speak proudly about their children's accomplishments.
- The childminder provides a thoughtfully organised and welcoming environment. Resources are well maintained and easily accessible to children.
- The childminder provides high standards of care for children's health through robust policies consistently applied. Children have regular access to physical exercise. They learn how to eat healthily and keep themselves well through practised hygiene routines.
- The childminder makes some use of technology within playful interactions. For example, she supports a young child to change a song being played through an electronic device. She has not extended this as fully as possible to offer children a wide variety of challenges in this area.
- On occasion, the childminder is not fully effective in enabling children to choose their own way to do things and develop their own ideas.

What the setting needs to do to improve further

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

- extend the use of technology further to enable children to use it purposefully in play
- increase opportunities for children to explore their own critical thinking.

Inspection activities

- The inspector received feedback from parents and took account of their views.
- The inspector carried out a joint observation with the childminder and evaluated it together.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector held a meeting with the childminder to provide feedback.
- The inspector sampled a range of documentation, including qualifications, suitability checks, policies and children's records.

Inspector

Gillian Herring

Inspection findings

Effectiveness of leadership and management is good

The childminder is ambitious for her provision. She actively seeks the views of parents and children. She makes good use of local authority resources and independent research to inform practice. For example, the childminder talks knowledgeably about childhood conditions which may diminish hearing. She uses this independent research well to focus observations and support children's language development. She is consistent and methodical in the strategies she uses to maintain and build on existing quality practice. Safeguarding is effective. The childminder is aware of the signs that a child may be at risk of abuse or neglect. She has a secure understanding of the local authority procedures to follow to safeguard children.

Quality of teaching, learning and assessment is good

Teaching is consistently of good quality. The childminder uses precise assessment informed through keen observation and robust knowledge of children to identify next steps in learning. Activities are planned thoughtfully. They include children's interests and build on past experiences. Children happily engage in adult-led activities, demonstrating focus and concentration. Comprehensive and purposeful arrangements for two-way information-sharing fully involve parents in their children's learning journey. The childminder supports children's active interest in books, promoting literacy and building language and communication skills. Children snuggle onto the childminder's lap and listen attentively as she reads stories to them. The childminder reflects on the children's own experiences and wider lives as she reads the text. Children are engaged and keen to contribute their own thoughts. The childminder responds well, supporting children's understanding and extending vocabulary.

Personal development, behaviour and welfare are outstanding

Children's welfare and personal development are at the heart of setting practice. The childminder is extremely attentive to children's emotional well-being. She implements highly sensitive and effective strategies to ensure children feel secure, confident and valued. For example, the childminder displays photographs of children engaging in activities. Children show great delight as they recognise people who are important to them and recall enjoyable memories. Children develop a positive sense of themselves, enabling them to explore their independence from a secure base. Children consistently demonstrate exceptionally good behaviour. They independently show high levels of self-control and respectful behaviour towards others. Young children learn how to keep themselves safe. For example, children know not to enter the kitchen unless accompanied. They stop at the kitchen door and remind the childminder it may be 'hot'.

Outcomes for children are good

Children make consistently good developmental progress from their starting points. Effectively targeted strategies ensure any lapses in development are swiftly addressed and children make rapid progress in these areas. Children show high levels of motivation and satisfaction in tasks accomplished. For example, a young child completes a sticking activity. They lift both arms up and, grinning, exclaim, 'All done!' Children are well prepared for the next stage in their education.

Setting details

Unique reference number	119023
Local authority	Bracknell Forest
Inspection number	10108429
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 November 2014

The childminder registered in 1992. She lives in Bracknell, Berkshire. The childminder operates Monday to Thursday from 8.30am to 5.30pm, for 48 weeks of the year.

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