

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

The childminder knows children exceptionally well. She offers them an extensive variety of activities indoors and outdoors, which motivates them to learn. Children are extremely happy, feel secure and readily engage in play with their friends.

The childminder is highly responsive to children's needs. For example, she instantly follows their interest in construction. This is demonstrated as children learn to follow picture instructions and build cars with great enthusiasm. Children use tools safely and show excellent concentration skills as they twist the screws with the screwdriver. This builds on their small muscles highly effectively in preparation for early writing. Children are vigilant and keen to solve problems. They recognise that the back of the car needs another screw and examine each one to ensure it is the right size. Children learn to recognise written number and measure their car with precision.

The childminder implements highly effective behaviour management strategies. This significantly enhances young children's awareness of how to manage their feelings and emotions. Older children show kindness and consideration to babies. They hand them a selection of toys when they become a little unsettled. Children thrive on the praise received from the childminder and flourish in her care.

What does the early years setting do well and what does it need to do better?

- The childminder has extremely strong relationships with parents. For example, she obtains detailed information about children's home lives and achievements, and tailors settling-in procedures to each child and their family's needs. The childminder uses this information highly effectively to challenge children, so they make exceptional progress right from the start. Parents are highly complimentary about the childminder. They make comments such as 'children are flourishing in her care' and say that 'she is critical' to their children's development.
- The childminder provides wonderful opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit country parks, the library and toddler groups. This supports their social skills extremely well and helps prepare them for school. Children actively discuss their friends and the activities they enjoy in the wider community. They tell visitors they delight in jumping in muddy puddles and climbing trees in the woods.
- The childminder makes the most of excellent teaching opportunities each day. She closely observes what children are interested in to expertly extend their learning. For example, toddlers focus intently as they mould dough into balls. They engage in the activity for a sustained period, exploring number and size.

Older children add resources such as construction toys into their play. They drill holes in the dough and use language such as 'bigger' and 'smaller'. Younger children are confident speakers and use their imagination and rapidly developing language well to express themselves. They manipulate dough into sausages, pop them in the frying pan, and confidently sing number rhymes.

- The childminder embeds exemplary healthy lifestyle practices. For example, children naturally use their own towels to dry their hands. They sit at the table safely and discuss the food they enjoy. Children tuck into their food and younger children use cutlery extremely well. They inform the childminder when they have finished their food and show excellent manners. For example, young children say 'please' and 'thank you' and ask to get down from the table.
- Professional development is targeted to help the childminder deliver exceptional learning experiences for children. For example, recent training has helped the childminder to review how small changes in children's lives may impact on their emotional well-being. The childminder has extremely strong partnerships with other professionals in the local community. She uses her wealth of experience and knowledge to share high-quality practice and raise outcomes for children.
- The childminder is highly reflective on her practice. She regularly evaluates her setting to ensure she is maintaining the highest standards for all children. She consistently encourages and values parents' contributions to their children's development and, consequently, gaps in children's learning close rapidly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of child protection issues, including wider safeguarding concerns. She has a meticulous understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder is extremely confident about her procedures and knows what to do if she has any concerns. She ensures that children's safety and well-being are of paramount importance. The childminder uses her risk assessments, policies and procedures extremely well to promote children's health and personal well-being. Children develop a strong sense of their own safety through her explanations. For example, they know that they must not run indoors because it may be hazardous to themselves and others.

Setting details

Unique reference number	EY319564
Local authority	Bracknell Forest
Inspection number	10136454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	29 September 2015

Information about this early years setting

The childminder registered in 2005 and lives in Crowthorne, Berkshire. She operates from Monday to Friday, for most of the year. The childminder provides funded early education for children aged three and four years. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- The inspector spoke to children and read written statements from parents to gain their views of the childminder's provision.
- Discussions were held with the childminder relating to safeguarding and the self-evaluation process.
- Relevant documentation was reviewed by the childminder, including training certificates and public liability insurance.
- The inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do, and discussed her observations with the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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