

Childminder Report



Inspection date 16 November 2017
Previous inspection date 13 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 and settled in the homely and welcoming environment. They have a good relationship with the childminder, who is caring and attentive to their needs.
- Children explore the toys and resources available to them and make choices in their play. They are becoming increasingly independent and begin to feed themselves at snack times and mealtimes.
- The childminder knows children well. She uses her knowledge of how children learn to adapt activities for children of different ages. All children make good progress from their starting points.
- The childminder observes children and assesses their development. She provides parents with regular information about their children's progress and ensures consistency with their learning at home. Parents comment positively about the childminder.

It is not yet outstanding because:

- Although the childminder updates her teaching through seeking and sharing ideas with other professionals, she does not reflect precisely enough on how to improve the quality of her teaching and provision, to identify how to help children achieve even more and build on her good practice.
- The childminder does not consistently provide young children with opportunities to explore creatively and develop their early writing skills.

What the setting needs to do to improve further

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

- enhance self-evaluation further, to build and focus on developing the good practice, and quality of provision and teaching more sharply
- make the most of all opportunities to extend younger children's emerging writing and creative skills.

Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed observations of their learning with the childminder.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments, and the children's learning and assessment records.
- The inspector discussed the childminder's self-evaluation.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her duty to protect children in her care and knows how to report concerns to the appropriate authorities. She keeps her knowledge of child protection updated through regular training. The childminder carries out thorough risk assessments to help minimise potential hazards. The childminder regularly monitors children's progress. This helps her to identify any gaps in learning and address these swiftly with the support children need. The childminder seeks the views of parents and children to help her evaluate the provision. For example, following discussion with children, she now makes resources of interest more readily available.

Quality of teaching, learning and assessment is good

The childminder provides good support to children. She interacts with them skilfully to extend their communication and listening skills. For example, as babies rummage through treasure baskets, she names objects, repeats words and helps build on children's growing vocabulary. Children learn about numbers as they play. For example, with sensitive support from the childminder, they set up a picnic and count out the cups and plates. Children show good imagination. They enjoy role-play activities and act out real-life experiences, such as going to the shops. Babies learn to reach for toys that are not immediately in front of them. They build up the muscles in their hands as they pick up objects of interest, for example.

Personal development, behaviour and welfare are good

The childminder supports children's self-confidence well. For example, children develop relationships with other children and adults, and spend time at local activity groups in the local community. Children develop good physical skills. For example, they have daily opportunities to use apparatus in the garden and at the park. The childminder gives children clear messages about the importance of leading a healthy lifestyle. For example, she encourages them to wash their hands before eating and to make healthy food choices. The childminder encourages children to learn new skills. For example, children smile with glee when they succeed in rolling sensory objects.

Outcomes for children are good

Children show confidence in speaking and listening. For example, they show a love of books and eagerly ask questions about what they see. Young children show a growing understanding of personal safety. For example, they know to tidy away toys so they do not trip over. Young children express their needs and maintain good relationships with others. For example, toddlers share their toys without hesitation and understand the need to be gentle with babies. Children gain a good range of skills to help them in their future learning.

Setting details

Unique reference number	EY331807
Local authority	Bracknell Forest
Inspection number	1092666
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	13 May 2015
Telephone number	

The childminder registered in 2006. She lives in Bracknell. The childminder works on Monday to Friday from 8am to 5.30pm for most of the year. The childminder has a relevant qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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