

Childminder Report

Inspection date	4 September 2015
Previous inspection date	7 September 2011

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

- The childminder makes accurate assessments of children's learning. He plans a good range of activities that engage children's interests. As a result, children are keen to learn and make good progress in their learning and development.
- The childminder undertakes regular training to update his skills and knowledge. His good knowledge of how children learn and develop has a positive impact on the quality of teaching and care that children receive.
- The childminder talks to children about taking turns and sharing so that they learn to value and respect the needs of others. Children behave well and learn to negotiate and resolve tussles when playing with their friends.
- The childminder has a thorough understanding of how to keep children safe. As a result, he ensures that the environment is safe and secure, which helps to promote children's safety and well-being.

It is not yet outstanding because:

- The childminder does not always use daily routines to build upon children's independence skills in preparation for their next stage in learning.
- The childminder does not consistently involve all parents in their children's learning by asking them to share their children's achievements and interests at home. Consequently, he does not always use children's interests to extend their learning in the setting.

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 routines to involve children in helping to prepare food and drink for snack times and mealtimes
- increase the opportunities to involve parents in their children's learning and use this information to build upon their achievements and interests at home, to extend learning in the setting.

Inspection activities

- The inspector observed teaching activities in the indoor and outdoor areas.
- The inspector spoke to the childminder, co-childminder and children during the inspection.
- The inspector took account of the written views of parents.
- The inspector toured the parts of the childminder's home that children use.
- The inspector checked for evidence of the suitability of the childminder, looked at a selection of children's records, reviewed the safeguarding policies, and discussed the self-evaluation process.

Inspector

Tara Naylor

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses regular observations and assessments to plan for children's future learning well. He effectively monitors children's progress to identify achievements and any gaps in their learning. The good quality teaching and partnerships working with parents and other professionals support children to make good progress. The childminder uses self-evaluation to drive improvement. He gathers the views of children and parents, and takes action to consistently improve the quality of the provision for children. The childminder has a good understanding of child protection and safeguarding is effective. He knows the signs that may indicate a child is at risk of harm and how to report his concerns to protect their welfare. He has a very good understanding about online safety so children can use modern technology safely.

Quality of teaching, learning and assessment is good

The childminder uses play opportunities to extend children's learning. For example, children enjoyed taking part in a balancing game. The childminder helped children to speculate and test their ideas as they carefully added blocks to a tower. Children made decisions about where to place blocks so the tower did not topple over. The children developed good coordination and the childminder skilfully introduced mathematical concepts. The childminder consistently talks to children to extend their language. He helps older children recognise the sounds they can hear in words, promoting their early literacy skills. The childminder consistently extends children's learning and development well.

Personal development, behaviour and welfare are good

The childminder and his co-childminder have a good understanding about how to promote children's welfare. Younger children develop secure attachments to the childminder, who is kind and attentive to their individual needs. The childminder uses good care routines that support children's emotional well-being. As a result, children settle happily and are confident to explore and play. The childminder provides children with a variety of healthy snacks and teaches them about making healthy food choices. They learn how to manage their personal hygiene and confidently wash their hands before eating. The childminder develops good relationships with parents. He talks to them daily and uses online learning journals to keep parents regularly informed about their children's progress.

Outcomes for children are good

The childminder helps all children to make good progress in their learning from their starting points. Children are keen to learn and develop key skills that prepare them well for their move to nursery or school.

Setting details

Unique reference number	EY266873
Local authority	Bracknell Forest
Inspection number	837296
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	7 September 2011
Telephone number	

The childminder registered in 2003. He lives in Harmans Water, in Bracknell, Berkshire. The childminder works with his wife who is also a childminder. He operates his service Monday to Friday from 7am to 6pm, for most of the year. The childminder holds a relevant early years qualification at level 3.

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