

Childminder report

Inspection date	5 September 2018
Previous inspection date	4 September 2015

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

The provision is good

- Children are happy, well settled and show high levels of emotional well-being. They confidently explore and choose what they want to play with from a good range of resources and play materials.
- The childminder works well with other settings that children attend. There are effective arrangements in place to share details of children's development, to promote continuity and quality in their learning.
- All children make good progress. They are eager to participate in activities and are developing good speaking and listening skills. For example, they confidently talk about past events and experiences.
- Children show good levels of concentration and perseverance. The childminder extends and supports their learning effectively through his enthusiastic and good-quality teaching.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to extend children's learning by giving them time to think and respond to questions.
- The childminder does not gather enough information about children's prior learning from parents when children first start to help him to plan for their learning from the outset.

What the setting needs to do to improve further

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

- provide more opportunities for children to think and respond to questions, to extend their learning further
- develop information gathered from parents about children's prior achievements and abilities to help plan effectively for children's learning from the outset.

Inspection activities

- The inspector had a tour of the areas of the home used by children.
- The inspector completed an evaluation of an activity with the childminder and discussed how he teaches children.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector viewed relevant documentation, including policies and first-aid qualifications.
- The inspector read feedback from parents and took their views into consideration.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed relevant training and has a good understanding of how to recognise children who may be at risk of harm, including having extreme ideas about what is right and wrong. Careful monitoring and reviews of children's progress ensures that the childminder and parents quickly identify any gaps, delays, or strengths in children's development. These assessments allow him to plan activities to help children progress further. The childminder works well in partnerships with parents, sharing information about children's development and activities, so that parents feel involved in the children's learning. The childminder reflects on his practice well, he identifies his strengths and areas to improve. He gains the views of parents and his co-minder to help maintain good standards and continuously promote positive outcomes for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. He observes children closely and gets to know them well. He plans a good range of activities based on children's interests. For example, they enjoy using play food and role-play making toast. The childminder extends their understanding, such as teaches them that oranges can be made into marmalade. He uses good opportunities to help support children's understanding of counting and numbers. For instance, as they use bricks for building he encourages them to count as they build. Young children count confidently to four. During activities children show high levels of determination to solve problems for themselves. For example, when they struggle to make a play toaster work, they explore a number of ways to press the button, so that the pretend bread stays inside.

Personal development, behaviour and welfare are good

The childminder encourages children to be independent. For example, they tidy toys after play and wash their own hands and faces after mealtimes. The childminder places a good focus on children's safety. They practise fire evacuation drills and learn how to safely cross roads. Children have plenty of opportunities to be physically active and lead a healthy lifestyle. For instance, they play outdoors in the well-resourced garden and visit local parks on a regular basis. Children's health and well-being is significantly enhanced through robust hygiene practices. For example, parents and visitors are required to use antibacterial gel before entering the setting to help prevent any cross contamination.

Outcomes for children are good

Children confidently develop the skills that prepare them for the next stage in their learning, including their eventual move on to pre-school and school. They demonstrate a good understanding of behavioural expectations and learn to respect others. They follow instructions and enjoy developing their physical skills in the outside area. Young children concentrate well as they build structures with blocks and recognise and name colours.

Setting details

Unique reference number	EY266873
Local authority	Bracknell Forest
Inspection number	10061682
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 September 2015

The childminder registered in 2003 and lives in Harmans Water, Bracknell, Berkshire. The childminder works with his wife who is also a childminder. He operates his service Monday to Friday from 8am to 6pm, for most of the year. The setting provides funded early education for three-year-old children.

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