

# Childminder Report

**Inspection date**

23 April 2015

Previous inspection date

29 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has good relationships with parents. Parents speak highly of the service she provides and state that their children settle quickly.
- The childminder provides a good range of educational programmes with parents and regularly shares their children's progress with them. Parents have good opportunities to share information about their children with the childminder, ensuring effective continuity of care.
- The childminder nurtures and engages well with children. She forms positive relationships that support children's well-being. As a result, children settle quickly, and feel safe and secure.
- The childminder has good links with other professionals. She regularly liaises with other childminders to enhance opportunities for children to form relationships with other children and adults. As a result, parents are offered alternative back up care in an emergency with other adults whom are familiar with their children.

### It is not yet outstanding because:

- The childminder has a wide selection of books that are suitable for all age groups. However, she does not consistently make these available for younger children to choose, or for those who prefer to learn in outdoor environments to use.

## **What the setting needs to do to improve further**

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

- improve opportunities for all children to access books, indoors and outdoors, to further enhance their learning.

## **Inspection activities**

- The inspector toured the areas of the premises children use.
- The inspector spoke to parents to gather their views.
- The inspector observed children's play, and the childminders practice.
- The inspector spoke to the childminder during the inspection, to determine her knowledge.
- The inspector sampled policies and documentation.

## **Inspector**

Sara Hope

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder offers children opportunities to interact with others. She effectively supports their early communication skills as she asks children age-appropriate questions, repeats words clearly, and listens and acknowledges their early communication attempts. Children develop their physical skills, for example, they explore sensory toys and reach out to catch bubbles outside. The childminder rolls a ball to encourage children to crawl and develop their coordination skills. She praises and reassures children constantly. Children have good opportunities to develop their mathematical understanding as they sing songs, take part in rhymes and count everyday objects. Children are making good progress. The childminder has high, yet realistic, expectations of what children can achieve. She uses her voice to motivate and engage them. The quality of teaching is good. The childminder has established children's starting points and assesses their progress well. She effectively plans to support progress.

### **The contribution of the early years provision to the well-being of children is good**

The childminder reminds children to be gentle with each other. She reinforces good manners by demonstrating this herself. Children happily explore the environment. They have access to ride-on toys in the garden. They enjoy using large equipment and have space to move around and explore. Children take part in musical activities that encourage them to move their bodies and exercise. The childminder provides healthy meals and snacks for children. Drinks are accessible throughout the day. The childminder is sensitive to children's personal care needs. She changes younger children's nappies, making sure they are clean and comfortable. Older children use the toilet independently, and the childminder is available to help if needed. She promotes children's skills to help them be ready to move on to school. For example, older children are encouraged to put on and take off their coats and shoes by themselves.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of her responsibilities in relation to children's learning and development. She provides a clean and safe environment, regularly checking toys and areas to make sure they are suitable for the children she cares for. She has a good understanding of safeguarding procedures and how to recognise and report concerns. As a result, children are protected from harm. The childminder is beginning to self-evaluate, to identify areas of her service that she can develop further. For example, she discusses accessing food hygiene training to increase her knowledge of how to keep children healthy. The childminder has a relevant level 3 childcare qualification. She has a current first-aid certificate and safeguarding training, to safeguard children.

## Setting details

<b>Unique reference number</b>	EY361790
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	813064
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 May 2012
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Lower Earley, Berkshire. She operates Monday to Friday between 7.30am and 7pm. The childminder holds a relevant childcare qualification at level 3.

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