

# Childminder Report

**Inspection date**

18 November 2015

Previous inspection date

18 October 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 quality of teaching is good. The childminder plans a broad range of interesting activities for all children, which helps to support them to make good progress in their learning.
- The childminder observes tracks and assesses children's progress effectively. She shares information about children's development regularly so that parents can continue with their child's learning at home.
- The childminder regularly attends training so that she keeps up to date with her knowledge. She uses information gained to improve the outcomes for children.
- Children form secure emotional bonds to the childminder and with the other children who also attend. This helps to develop their confidence to explore and learn through play.

### It is not yet outstanding because:

- The childminder is not always successful in engaging with all parents to share information regularly about their children's learning at home, to strengthen planning further and promote rapid progress.

## What the setting needs to do to improve further

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

- strengthen opportunities for parents to share information about their children's achievements at home, to make planning for children's learning even better and enable them to make the best possible progress.

### Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector reviewed children's records, a selection of policies, and evidence of the suitability of the childminder and other members of the household.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the information provided in the childminder's self-evaluation document and written references from parents.

### Inspector

Hazel Farrant

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands the importance of working in partnership with parents and gathers all necessary information about children's starting points, individual interests and care needs. She reflects on her provision to help identify areas for development and seeks the views of parents and listens to what children have to say. The childminder demonstrates a strong capacity to make continuous improvement to the provision and, therefore, outcomes for children. Safeguarding is effective. The childminder has a good understanding of how to protect children from harm. She knows who to contact if she has a child protection concern. She regularly risk assesses her home, garden and outings to further protect children from harm. She is qualified to administer first aid and all required documentation, such as medication records, is in place. On rare occasions, the childminder works with an assistant. The childminder ensures her assistant is fully aware of her policies and procedures in order to promote children's welfare.

### Quality of teaching, learning and assessment is good

The childminder engages children in exciting and stimulating activities that link to their next steps for learning and current interests. The play environment is well resourced and supports all stages of development, both indoors and outdoors. Children have good opportunities to be creative. For example, they confidently use spatulas to spread glue onto stars and add other shapes of different size. The childminder uses this opportunity to help children to learn about shape, colour and size. She then extends the activity to singing an action song about stars. Children are confident and motivated to learn. The childminder ensures that children take part in a varied range of activities and learning experiences, such as reading stories, to promote their communication and language skills. Children learn to count and solve number problems through planned activities, such as games, and in their spontaneous play.

### Personal development, behaviour and welfare are good

Children are developing their understanding of the world around them. The childminder regularly takes children to places of interest and community groups. Children's behaviour is good. They use good manners and are kind to one another. Children make independent choices about their play as they explore the learning environment, and they are developing good social skills. Partnerships with other settings children attend are good, which promotes continuity of care and learning. Children play outdoors each day, either in the garden or visits to play parks. Children enjoy healthy meals and snacks. They follow good hygiene routines, which promotes their good health.

### Outcomes for children are good

Children are happy, confident and secure. They make good progress in their learning in relation to their starting points. Children are developing the skills that will help them to be ready for their move to school.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY152389        |
| <b>Local authority</b>             | Wokingham       |
| <b>Inspection number</b>           | 842503          |
| <b>Type of provision</b>           | Childminder     |
| <b>Day care type</b>               | Childminder     |
| <b>Age range of children</b>       | 1 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 14              |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 18 October 2011 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2002 and lives in Lower Earley, near Reading, Berkshire. The childminder's provision operates from Monday to Friday, for most of the year. An assistant also works with the childminder occasionally.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

