

Childminder Report

Inspection date	17 November 2015
Previous inspection date	15 December 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder plans a good range of activities and experiences that interest and motivate children in their learning.
- The childminder gains a clear understanding of children's skills and abilities, in order to plan for their future learning.
- Children are polite and extremely well behaved. The childminder encourages them to use good manners at all times.
- The childminder builds warm, supportive relationships with the children. Children demonstrate that they feel extremely settled and emotionally secure.
- The childminder has very good relationships with parents. Parents are complimentary about the quality of care that their children receive and the variety of ways she keeps them informed of their children's progress.
- The childminder demonstrates a strong commitment to her continual professional development to develop her skills and to keep her knowledge up to date.

It is not yet outstanding because:

- The childminder does not consistently give children time to explore letters and their sounds during their play to strengthen their early reading skills.
- The childminder does not always make the most of the information gathered from parents about the children's development, to monitor their learning from the onset.

What the setting needs to do to improve further

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

- increase opportunities throughout the daily routine for the most able children to develop their early reading skills further, in particular their ability to recognise letters and their initial sounds
- make the best use of information gathered from parents about children's learning and development on entry.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled written documentation and a selection of policies and children's records.
- The inspector took account of the views of parents through their discussions and their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of the leadership and management is good

The childminder effectively reflects and evaluates her practice and strives to continue to improve. She involves parents and children and effectively uses the information gained to support her future planning. Since the last inspection the childminder has improved how she assesses children's progress. The childminder is knowledgeable and confident in meeting all children's needs. Safeguarding is effective. The childminder has attended safeguarding training. She is confident in the correct procedures to follow should she have concerns about children's welfare. The childminder builds effective links with other settings that children attend, in order to help offer consistency and promote their development.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the Early Years Foundation Stage. She closely monitors the children's progress. This helps to identify any potential gaps in children's development and provide the support that they need. Children are given many opportunities to make choices about their play experiences. The childminder effectively promotes their thinking and extends their vocabulary. This means children are developing good communication and independence skills. For example, the childminder effectively asks questions, encourages children's imaginations and supports counting as they enjoy making 'spiky hedgehogs' together. Children are encouraged to develop their knowledge of other people's cultures, for example, through multicultural resources, crafts and the celebration of festivals and special events.

Personal development, behaviour and welfare are outstanding

Children settle well and quickly form secure attachments with the childminder. Children's self-help skills are promoted exceptionally well. They are becoming very confident in their own abilities, such as tidying away resources and helping during snack times. This helps them to learn the skills needed for the next stages in their learning and development. Children are able to take appropriate risks in their play and learn how to keep themselves safe. The childminder helps to promote children's social skills and extend their experiences of people beyond their own family. Children attend local toddler groups, which enables them to mix with other children. Children learn to be kind, respect each other and to celebrate their differences. They gain a good understanding of why it is important to have a healthy diet. Children's physical well-being is given high priority. For example, the childminder plans activities and outings that contribute towards their physical health.

Outcomes for children are good

All children, including funded two-year-old children, make good progress in their learning. They are highly motivated and enjoy achieving. Children are acquiring the necessary skills to support their future learning.

Setting details

Unique reference number	EY339022
Local authority	West Berkshire (Newbury)
Inspection number	834911
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	15 December 2011
Telephone number	

The childminder registered in 2006. She lives in Calcot, near Reading, Berkshire. She operates Monday to Friday all year round. The childminder receives funding for the provision of free early education for children aged two years.

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