

# Childminder Report

**Inspection date**

10 December 2015

Previous inspection date

19 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 and her assistant provide good-quality care and learning for the children. They know the requirements well and provide a range of interesting activities to engage and support children's ongoing learning. Children make good progress.
- Children behave well and are content in the care of the childminder. They have formed good relationships with their friends, the childminder and her assistant, which help children to feel safe and secure.
- The childminder has a good system in place to enable her to assess and evaluate children's achievements. This enables her to plan accordingly for children's individual learning needs.
- The childminder has good working relationships with parents and their positive feedback reflects how highly they value her service.
- The childminder reflects effectively on her practice. This enables her to identify her strengths and highlight areas for future development to enhance outcomes for children.

**It is not yet outstanding because:**

- Children do not always have opportunities to find out about other people's similarities and differences, to extend their understanding of diversity.
- Children do not always have opportunities to develop their understanding of what action to take in an emergency.

## What the setting needs to do to improve further

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

- widen children's understanding of people different to themselves to further develop their understanding of the world
- create more opportunities for children to develop their understanding of what to do in the event of an emergency.

### Inspection activities

- The inspector observed activities in the two main play areas and kitchen.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, children's learning journeys, the childminder's self-evaluation form and a range of policies and children's records.
- The inspector took account of the views of parents through available questionnaires and other documentation available.
- The inspector gave feedback to the childminder at the end of the inspection.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Overall, the childminder makes sure her home is safe for the children. She ensures that her knowledge and understanding of safeguarding is current and up to date through regularly training. She has an accurate understanding of signs and symptoms that would give her concern. She is secure in the procedures to follow in the event of a safeguarding incident. The childminder works well with her assistant. Together they regularly attend training to advance their skills and knowledge, to maintain children's health and welfare, such as first aid. Partnerships with parents and other professionals are well established, which enables the childminder to maintain continuity of care.

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

The childminder provides good-quality teaching. Children enjoy a variety of activities that offer them interest and promote their active learning. For example, children enjoy playing imaginatively with dried pasta and have good fun as they fill containers and pour the contents down tubes. Children learn to recognise colours and shapes, and they learn counting as they play. Children enjoy singing and dancing, and show pure excitement as they move physically to the actions. Children enjoy exploring and being creative. For example at inspection, they played creatively with shaving foam, exploring with their senses, making patterns and marks. Children develop their imaginations and their physical skills.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate that they feel safe within the childminder's and her assistant's care. Children have good access to toys and resources, which help them to make independent choices about what they want to play with. Children behave well and learn to be respectful of each other. For example, the childminder offers good explanations and praise to help children learn about kindness and sharing. Children benefit from the good amount of encouragement offered by the childminder. For example, before going outside, the childminder encourages the children to get their coats and boots and have a go at putting these on; this promotes their self-help skills. Children are beginning to learn about healthy lifestyles through a range of daily experiences with the childminder, which include playing regularly in the fresh air and enjoying nutritious snacks and meals.

### Outcomes for children are good

Children are developing well from their starting points and are becoming independent learners. As a result, they are well prepared for their next stage in learning, including pre-school and school.

## Setting details

<b>Unique reference number</b>	116913
<b>Local authority</b>	Reading
<b>Inspection number</b>	825134
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Reading, Berkshire. She operates her service from Monday to Friday with her assistant, for most of the year.

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