

# Childminder Report

**Inspection date**

2 November 2015

Previous inspection date

8 November 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 uses observations of children to identify areas of their learning and development to support further. She knows the children well and uses their interests to engage them in learning activities. Children, including those for whom the setting receives additional funding, make good progress.
- The childminder develops effective relationships with parents. These help her to share information about children with the home to promote learning.
- The childminder builds good bonds with children. Children develop confidence and a strong sense of belonging because they feel safe and comfortable with the childminder.
- The childminder effectively teaches children about routines that help to keep them safe from harm. For example, she discusses dangers in the environment with children and involves them in emergency fire evacuation procedures.

### It is not yet outstanding because:

- The childminder does not explore all opportunities to gain information about children from the other settings that they attend, to fully support continuity of learning.
- Children are not always made aware of all the differences within their wider world.

## What the setting needs to do to improve further

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

- strengthen further partnerships with other settings that children attend to fully promote the sharing of information on children's learning.
- provide more opportunities for children to develop further their understanding of different cultures and traditions.

### Inspection activities

- The inspector toured the areas of the premises that children use.
- The inspector spoke to parents and read written comments to obtain their views.
- The inspector spoke to the childminder to determine her knowledge of the requirements.
- The inspector carried out a joint observation with the childminder and observed her interactions with the children.
- The inspector looked at written documents, certificates and policies.

### Inspector

Sara Hope

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a robust understanding of child protection procedures and knows how to identify and report concerns about children's safety. She welcomes feedback from parents and children to evaluate her practice and to make sure she is providing a good service to meet the needs of families. The childminder meets with other childminders and has arranged emergency backup care for children with another childminder with whom they are familiar. She undertakes training and reads relevant information to strengthen and update her knowledge to help her to promote better outcomes for children.

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

The childminder's expectations of what children are capable of achieving are high, yet realistic. She uses her knowledge of the children to engage them in activities that support their learning needs and to develop their interests further. Children have good opportunities to develop their physical skills. For example, they enjoy exploring the garden for spider's webs, completing puzzles and walking in the woods. The childminder provides suitable opportunities for children to develop their social confidence with other children. For instance, she takes them to a variety of toddler groups within the local community and encourages them to play together during games and activities in the house. The childminder supports children to extend their existing language skills. For example, she asks children suitable questions to develop their vocabulary and encourage them to think about things. The childminder introduces early counting and numeracy into their play.

### Personal development, behaviour and welfare are good

The childminder has a firm but fair approach to managing behaviour. She negotiates with children and endorses their understanding of rules. The childminder encourages children to use their manners and she praises their good behaviour. This helps children to know what is expected of them and they generally behave well. The childminder promotes healthy eating and offers children regular drinks. Children have good opportunities to exercise when they walk to and from the school with the childminder to collect older children. The childminder helps children to cope with changes. She talks to them about going to pre-school and nursery and encourages them to learn to do things for themselves. For instance, older children use the toilet by themselves while younger children receive more help during personal care routines to meet their needs. The childminder promotes good hygiene routines. For example, children are reminded to wash their hands before they eat.

### Outcomes for children are good

Outcomes for all children are good. Children make significant progress in relation to their starting points and are well prepared for all future learning.

## Setting details

<b>Unique reference number</b>	110348
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	845988
<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>	8 November 2011
<b>Telephone number</b>	

The childminder registered in 1987. She lives in Burghfield Common, near Reading. She operates from Monday to Thursday between 7am and 7pm, and on Friday between 7am and 6pm, for 49 weeks a year. The childminder receives funding for the provision of free early education for children aged two years.

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