

# Childminder Report

## Inspection date

21 January 2016

Previous inspection date

13 September 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 evaluates the quality of her provision, including the views of parents to make changes that benefit children.
- The childminder provides a good range of activities that offer children interesting experiences in the setting and the wider community. Children engage well and thoroughly enjoy their time with the childminder.
- Partnerships with parents are secure. The childminder and assistant share information with parents about their children's progress. They welcome parents' feedback, which helps them to meet the needs of the children.
- The childminder interacts positively with children. She asks questions, which invite children to think and respond with their ideas. Children take part in conversations and listen intently.
- The childminder successfully teaches children. She knows children's abilities and plans learning opportunities according to their individual needs and interests, effectively promoting good outcomes for children.

### It is not yet outstanding because:

- The childminder does not always take opportunities to strengthen children's independence to develop their ability to take care of themselves.
- The childminder does not effectively review the skills and knowledge of assistants to identify training needs to strengthen the good quality of teaching.

## What the setting needs to do to improve further

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

- Strengthen children's independence to develop their ability to take care of themselves
- Review the skills and knowledge of assistants to identify any training needs to strengthen teaching.

### Inspection activities

- The inspector observed activities and the childminder's interactions with the children.
- The inspector spoke to the childminder to gather her knowledge about safeguarding responsibilities.
- The inspector spoke to a parent and took account of his views.
- The inspector looked at a range of documents, including children's development records, policies and procedures.

### Inspector

Linda Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of the procedures to follow and know how to identify concerns to protect children's welfare. The childminder uses robust recruitment procedures that help to ensure the suitability of assistants. The childminder implements a robust risk assessment daily and removes any hazards to help keep children safe. The childminder's self-evaluation works well and changes made have improved children's outcomes. The childminder forms positive relationships with parents. She monitors children's progress and keeps parents informed to promote a consistent approach. Parents comment positively on the care provided and information shared, such as the childminder's acknowledgement of individual children's preferences and their child's development. The childminder keeps up to date with legislation and practice through a range of support mechanisms, including training and support from the local authority.

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

The qualified childminder has a good understanding of how children learn and develop. She supports children well to develop their communication and language skills. For example, the childminder repeats and extends their language, and talks at appropriate times as they play. Children show a good level of curiosity and confidently ask questions about things that interest them, such as, 'Why is your car wet?' The childminder helps children to develop their mathematical skills through enjoyable activities linked to their interests. For example, she used a child's interest in cars to support the development of his mathematical language, such as number and size.

### Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming, with a wide range of stimulating resources. Children are confident and happy to explore different activities. Children form secure attachments with the childminder. They are confident and turn to her for comfort and reassurance. The childminder teaches children to follow instructions to help them behave well. Children learn how to share toys and to value and have tolerance when playing with their friends. The childminder organises the outdoor environment to provide a wide range of learning opportunities for children. Children learn to manage risk and develop their physical skills well; for example, when they make personal assessments before using the many physical components and challenges of the large climbing apparatus.

### Outcomes for children are good

Children are happy and confident. They enjoy a broad range of activities and experiences that help them make good progress in their learning.

## Setting details

<b>Unique reference number</b>	148258
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	825925
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 September 2011
<b>Telephone number</b>	

The childminder registered in 1991. She lives in Wokingham, Berkshire. The childminder offers care Monday to Friday, all year round. The childminder holds an early years qualification at level 3.

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