

Childminder Report

Inspection date

3 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children have fun and are motivated to learn. They make good progress in their learning, ready for their future education.
- The childminder regularly observes children during their play, and is able to talk confidently about their individual needs, interests and personalities.
- Children make good progress in their early communication skills. For example, the childminder encourages younger children to use a wider vocabulary of words.
- The childminder's friendly approach helps children to feel secure, which fully supports their emotional well-being.
- The childminder effectively promotes children's understanding that people have similarities and differences, to help build their awareness of diversity.
- The childminder reviews her practice, and seeks the views of parents and children in this process. She is proactive to improve her knowledge and skills, such as through attending further training, to maintain a good standard of care and learning.

It is not yet outstanding because:

- At times, the childminder does not always extend the use of mathematical language, for example during play, to develop children's knowledge consistently.
- The childminder does not make the best use of all opportunities to share detailed information about children's learning and development with other settings that children regularly attend.

What the setting needs to do to improve further

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

- strengthen ways to extend children's mathematics skills during everyday play
- explore further ways to engage with other early years professionals, particularly to obtain more information about children's learning.

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 documentation, including a selection of the childminder's policies and children's records.
- The inspector took account of the views of parents through their written comments made available during the inspection.
- 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

Safeguarding is effective. The childminder has an accurate understanding of local child protection procedures and understands what to do if she has concerns for children's safety. The childminder is qualified and has a secure understanding of her role and responsibilities. She demonstrates a strong ability to ensure children make good progress in their learning. The childminder works effectively with parents to monitor and identify the next steps in their children's learning, and to support children's learning at home. She provides parents with comprehensive information about her setting to ensure that they have a good understanding of the service she provides. The childminder consistently strengthens her professional practice; for example, she uses information from her own research and training to build her knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder plans a balanced range of activities and play opportunities that aid children's learning well. She makes regular assessments of children and knows their abilities well. The childminder implements effective teaching techniques to help improve children's learning experiences. For example, she stimulates conversation, and uses questions throughout play to introduce children to new words and challenge their ideas. The childminder makes good use of what children show an interest in to promote their learning further. For example, while children enjoy listening to stories, she encourages them to talk about their pets and people who are important to them.

Personal development, behaviour and welfare are good

Children play and learn in a safe and welcoming environment. They have a close attachment with the childminder, which effectively supports their care and learning. Children are well behaved and they learn to respect others. The childminder promotes children's self-esteem, such as through praise and encouragement. She supports children to be confident and build friendships, for example, in larger social groups. She helps their developing independence and encourages them to complete simple tasks. The childminder promotes healthy lifestyles and children are active throughout their daily routines. For example, they go on regular walks and use local parks for more energetic play. The childminder is vigilant in preventing the spread of germs, to keep children healthy and safe.

Outcomes for children are good

Children are very independent. They make choices about what they want to do and select resources independently. Children make good progress from their starting points and develop the key skills they need for the next stage in their learning.

Setting details

Unique reference number	EY468187
Local authority	Reading
Inspection number	960809
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Reading, Berkshire. She operates her service from Monday to Friday, all year round. The childminder holds a childcare qualification at level 3.

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