

# Childminder Report

**Inspection date**

3 February 2016

Previous inspection date

1 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 provides children with interesting activities that challenge them well. Children make good progress from their starting points.
- Children develop good literacy skills and knowledge of letters and sounds. The childminder supports them well through a variety of activities.
- The childminder teaches children to respect each other and the environment. She offers lots of praise and encouragement. Children develop good levels of self-esteem and behave well.
- Partnerships with parents are strong. The regular sharing of information between the childminder and the parents involves parents in their children's learning and provides continuity for children.
- The childminder reflects on her teaching practice well. She gains the views of parents, children and the local authority to make positive changes to her practice. She shows commitment to improving her teaching practice to maintain good outcomes for children.

**It is not yet outstanding because:**

- The childminder does not make best use of all opportunities to develop children's mathematical skills.
- The childminder does not organise the environment in a way that children can access all of the resources easily, to further develop their independence and free choice.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early mathematical skills
- increase opportunities for children to fully develop their independence when making choices in their play.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector spoke to children and parents and read feedback to gain their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed teaching and learning and carried out a joint observation with the childminder.
- The inspector spoke with the childminder and discussed the self-evaluation process at convenient times during the inspection.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of the procedures to follow if she has concerns for a child's welfare. She carries out regular risk assessments of her home and keeps hazards to a minimum. The childminder has made significant improvements since her last inspection. For example, she has improved the assessment process and monitors children's progress effectively. The childminder shares good practice and a range of ideas with other professionals to keep her knowledge and skills up to date. She attends training and completes research to extend her knowledge further. The childminder shares regular information with other settings children attend to provide continuity in their learning. Parents speak highly of the childminder and the good progress their children make.

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

The childminder carries out meaningful observations of children's learning. She accurately assesses their progress, identifies any gaps and offers support where it is needed. The childminder knows the children well and responds to their interests. She helps children to become confident in their own abilities. For example, she helps children to understand how items work so they can use them independently. Children enjoy writing and creative activities. For example, they use pens to write their names and paints to create pictures. They have opportunities to socialise with other children, which helps prepare them well for the next stage in learning. Children develop a love of books. They look at them independently and with the childminder. The childminder supports children to develop good communication and language skills. For instance, she asks children to repeat words to develop their vocabulary and helps them to develop their thinking skills through careful questioning.

### Personal development, behaviour and welfare are good

Children are happy and settle quickly into the childminder's care. The childminder is kind and caring and promotes children's emotional well-being effectively. Children form positive relationships with her. They develop a good awareness of keeping themselves safe. For example, they are confident to discuss what they need to do when crossing a road. Children learn about differences between themselves and others through a good variety of resources and activities. They follow good hygiene practices and learn about living healthy lifestyles. For instance, children have regular opportunities for fresh air and exercise and eat healthy snacks and meals.

### Outcomes for children are good

Children make good progress in their learning. They develop confidence in their abilities and good literacy skills in preparation for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY300332
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1026869
<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>	1 September 2015
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Tilehurst, Reading, Berkshire. She operates her childminding service from Monday to Friday, all year round.

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