

Childminder Report

Inspection date	10 May 2016
Previous inspection date	13 May 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 plans interesting activities that motivate children to learn. All children, including those learning English as an additional language, make good progress from their starting points.
- Partnerships with parents are good. For example, the regular sharing of information provides continuity for children and helps involve parents in their children's learning.
- The childminder extends children's learning and promotes their good health effectively. For example, she takes them on trips to local parks and open spaces where they enjoy fresh air and learn about the natural world.
- The childminder gives lots of praise and encouragement and helps them gain the confidence they need for future learning. Children develop good levels of self-esteem.
- The childminder regularly reflects on her teaching practice to help maintain good outcomes for children. For example, she gains parents' views and makes good use of training and opportunities to exchange information with others, to add to her skills and knowledge.

It is not yet outstanding because:

- The childminder misses some opportunities to fully extend children's learning about people, families and cultures outside of their own experience.
- The childminder has not yet fully developed relationships with other settings children attend to provide greater consistency in their learning and development.

What the setting needs to do to improve further

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

- increase opportunities for children to gain a greater awareness of the similarities and differences between themselves and others in the wider world
- develop further the relationships with other settings that children attend to provide the best possible consistency in children's learning.

Inspection activities

- The inspector checked the areas used for childminding.
- The inspector observed children and the childminder during play.
- The inspector examined a sample of policies, documents and children's records.
- The inspector read feedback and spoke to parents and children to gain their views.
- The inspector discussed the childminder's self-evaluation process.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow if she has concerns about a child's welfare. She completes risk assessments of her home and areas they visit to keep hazards to a minimum. The childminder has addressed the recommendations raised at her last inspection. For example, she has increased opportunities for parents to comment about children's learning. The childminder monitors children's progress effectively. She shares her findings with parents and involves them in their children's learning well.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She completes accurate observations and assessments of their development and identifies clear next steps in learning for each child. The childminder plans activities that help children build on what they already know and can do. Children respond eagerly to the childminder as she interacts and communicates with them, and they regularly invite her into their play. Children learning English as an additional language receive good support from the childminder to develop their language and communication skills. They enjoy sharing their home languages and they quickly develop confidence in using English. The childminder introduces early mathematical ideas and language into children's play; for instance, they join in during activities where they learn to count, and name shapes and colours.

Personal development, behaviour and welfare are good

Children's emotional development is supported effectively. For example, the childminder offers good settling-in procedures and holds discussions with parents to help her plan for children effectively from the outset. Children build secure relationships with the childminder. They develop good hygiene practices and the childminder helps them to become independent in ways that are appropriate for their age. For example, they fetch their shoes for outdoor play. The childminder gives clear guidance about the behaviour she expects. Children learn to behave well and to be kind to each other. The childminder helps children develop an awareness of safety. For example, she discusses how the oven becomes hot when cooking children's lunch.

Outcomes for children are good

All children make good progress in their learning. They are inquisitive, gain confidence in their abilities and are ready to learn. Children develop an interest in early literacy and engage well in imaginative play. For example, they enjoy looking at books, independently and with the childminder, and caring for baby dolls. They are well prepared for the next stage in learning and their eventual move to school.

Setting details

Unique reference number	EY344539
Local authority	Reading
Inspection number	827535
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	13 May 2010
Telephone number	

The childminder registered in 2006. She lives in Caversham, Reading. She works from 8am until 6pm on Monday to Friday for most of the year.

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