

# Childminder Report

**Inspection date**

17 May 2016

Previous inspection date

14 September 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

**This provision is outstanding**

- The childminder has an excellent understanding of what the children know and can do. She provides an exceptional range of high-quality learning experiences for children, both inside and outdoors. As a result, children are highly motivated, eager to explore and develop a real thirst for learning.
- The childminder is an excellent role model who places the children's happiness and well-being at the heart of all she does. She places high priority on listening to children and ensuring their ideas and opinions are heard. Children learn to value and respect themselves, other people and the world in which they live.
- Children's progress is rigorously monitored through regular observations and clear tracking. This allows the childminder to swiftly identify areas for development and implement next steps into their plans. All children make excellent progress as a result.
- The childminder demonstrates an extremely strong drive for improvement by continually monitoring and evaluating her practice and seeking feedback from other professionals, parents and children.
- The childminder is exemplary in her practice of working with parents, professionals and the local authority to provide excellent continuity for children's well-being and learning.

## What the setting needs to do to improve further

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

- enhance the already excellent teaching further by working in even closer partnership with other early years providers to create additional transparency in information sharing.

### Inspection activities

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development with the childminder.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users of her provision.
- The inspector examined a selection of documentation.
- The inspector spoke to parents at the inspection.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder demonstrates an in-depth understanding of safeguarding and the procedures she must follow in the event of a concern. The childminder keeps a comprehensive overview of all children's progress through her robust assessment and tracking. She quickly identifies and rapidly addresses any gaps in learning, seeking relevant support for children as required. The childminder uses her excellent partnerships with other local childminders and providers to promote and develop a collaborative approach to children's care and learning. She has plans to extend this further to include joint moderation of assessments for learning to ensure consistency between settings.

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

Teaching is motivating, creative and engaging. There are extensive opportunities for children to explore books and predict the sequence of events in familiar stories. Their communication and language skills are given high priority and they learn to communicate extremely well. The childminder provides excellent commentary and asks open-ended questions to engage children in practising their language skills. Children also use and apply their early mathematical skills. They are given as much time as they need to talk, explain their thinking and ask questions. The childminder provides targeted but sensitive support for children with identified language delay, which supports children's rapid progress in catching up with their peers.

### Personal development, behaviour and welfare are outstanding

Children have very strong and positive attachments with the childminder. She is an excellent role model and is patient and sensitive to children's needs. Children's behaviour is exemplary. They listen well, cooperate well and are developing a strong sense of responsibility. The childminder gives the utmost priority to their health and well-being. Children show an excellent understanding of what constitutes a healthy lifestyle. The childminder promotes children's risk taking and safe use of equipment which supports their excellent understanding of staying safe. Children learn about similarities and difference in their community. For example, the childminder provides a rich variety of regular days out where they enjoy the company of other children.

### Outcomes for children are outstanding

Children develop essential skills for school and future learning. They ask inquisitive questions and solve problems. Children recognise numbers and are beginning to solve simple addition and subtraction problems. They form letters and make marks on paper in an early attempt to write their name. All children are making rapid progress given their starting points and are very well prepared for school.

## Setting details

<b>Unique reference number</b>	EY222975
<b>Local authority</b>	Reading
<b>Inspection number</b>	826373
<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 registered person</b>	
<b>Date of previous inspection</b>	14 September 2010
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Caversham, near Reading in Berkshire. She offers care on a daily basis, before and after school, and during school holidays. She holds a National Vocational Qualification (NVQ) at level 3 in early years childcare and education.

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