

Childminder Report

Inspection date

16 June 2016

Previous inspection date

9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 shows a clear understanding of her responsibility to meet the requirements of the early years foundation stage. She keeps up to date with current early years legislation and guidance.
- Children are confident, happy and secure in the childminder's care. They enjoy positive interactions with the childminder, who values them as individuals. Children are interested and motivated learners, who play and cooperate well with others.
- The childminder makes very good use of the outdoors to support children's learning and development. For example, children act out stories in the woods and learn to recognise words, signs and symbols that they see around them. Children make good progress and develop a range of skills ready for the next stage in their learning.
- There are effective partnerships with parents, carers and other early years settings children attend. The childminder communicates and shares information with them very well about children's individual care and learning needs. This helps them work together consistently to support children's care, learning and progress.

It is not yet outstanding because:

- Occasionally, the childminder does not use questioning that helps children to think for themselves.
- Children's choices from the range of toys and resources available are not always fully enhanced, particularly with regard to those that are stored out of sight.

What the setting needs to do to improve further

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

- develop the use of questioning further to help children think more for themselves
- build on ways to support children's play choices further, in particular from resources that are not directly available.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's records and the childminder's written policies and procedures.
- The inspector observed children's play and activities, and the childminder's interaction with them.
- The inspector took account of the views of parents and carers.
- The inspector discussed with the childminder how she supports children's learning and progress.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her provision and practice effectively. For example, she identifies any gaps in her knowledge and skills. She completes ongoing training to continually develop the quality of her teaching and children's learning experiences. The childminder encourages parents and carers to provide informal and formal feedback, and she takes good account of their views to help her meet the needs of children successfully. Safeguarding is effective. The childminder has a secure understanding of her child protection responsibilities and the steps to take if she should have concerns about children's welfare.

Quality of teaching, learning and assessment is good

Regular observations identify children's achievements and the childminder uses the information she gains to plan for their future development. She recognises and responds quickly to any possible gaps in children's learning. The childminder completes effective assessments to help monitor children's progress over time. She uses every opportunity to support children's mathematical development very well. For example, she uses mathematical language and helps children to learn about simple calculations and fractions, such as when cutting up fruit into halves and quarters. Children develop their literacy skills well. They make marks with chalks and sticks outdoors, and learn to write their name for a purpose, such as when making cards for their family.

Personal development, behaviour and welfare are good

Children learn about taking appropriate risks and challenges. The childminder helps them to recognise and test out their abilities. For example, she provides suggestions and support to help them consider their capabilities when climbing on large play equipment. Children develop their understanding of taking care of themselves, such as when the childminder asks questions about how to play safely outside in the sun and encourages them to help apply their sun cream. Children's behaviour is good and they develop their self-esteem well. The childminder provides praise and encouragement and gives gentle reminders about the expectations of behaviour, such as using good manners. Children develop a good sense of responsibility. For example, they are learning to put away their belongings independently.

Outcomes for children are good

Children make good progress and are well prepared for school. Children enjoy activities that help them to recognise letters and their sounds. They confidently count and use numbers, and talk about what they have been doing at home and at pre-school. Children concentrate well and remain focused in their activities. For example, they explored what happened to ice when it was mixed with sand and water with great interest.

Setting details

Unique reference number	148450
Local authority	Wokingham
Inspection number	1048744
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	9 May 2014
Telephone number	

The childminder registered in 1992 and lives in Woodley, Berkshire. She offers her service Monday to Thursday from 8am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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