

Childminder Report

Inspection date

8 July 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

- The childminder has a good knowledge of how to support children's learning through exploratory play. She plans a stimulating range of experiences to build on children's existing knowledge and skills. These support children to make good progress.
- Children are self-assured and motivated in their play. They develop strong and affectionate bonds with the childminder, who is kind and responsive to their needs. This helps them to feel emotionally secure. She teaches children about the importance of following effective hygiene procedures and about personal safety.
- The childminder has built up good partnerships with other settings and relevant professionals to help prepare children for their move to nursery and school. She actively seeks extra support for children and acts on professional advice.
- The childminder reflects on aspects of her practice and makes improvements to benefit the children. For instance, she has redesigned her garden since her registration to promote outdoor experiences and areas for swinging. This adds variety to the spaces children use.

It is not yet outstanding because:

- The childminder has not extended her partnership with parents to include giving them ideas regularly on how to support learning at home.
- The childminder monitors children's learning but does always identify quickly areas that might indicate children's slower rates of progress.

What the setting needs to do to improve further

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

- build on partnerships with parents as effectively as possible by regularly sharing ideas on how they can support their children's learning at home
- use checks on children's learning as effectively as possible in order to provide support quickly to those who may make slower rates of progress.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at samples of children's assessment folders and records, and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those that use her provision.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has clear procedures to protect children. She supervises children closely and checks that the environment is safe and secure. The childminder meets with other childcare professionals to share ideas and good practice, to help drive improvements. She pays good attention to her professional development to keep her knowledge and skills up to date. She gathers parents' and children's views, and acts on their suggestions.

Quality of teaching, learning and assessment is good

Children have access to a wide range of interesting resources and make independent choices in their learning. The childminder supports their early literacy skills effectively. For example, children immerse themselves in early writing at the easel. The childminder provides good support for the development of children's speech and communication skills. For example, she clearly models words to younger children to support their emerging language skills and describes what they do. Additionally, she uses picture cards to help children who are not confident at communicating. Planning, observation and assessment of children's learning are accurate and clearly identify the next steps in their development.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment in which children play and learn. Children are settled because, for example, there are clear and consistent routines. Children learn about healthy lifestyles, such as when they enjoy exploring in the garden and climb up the small slide's steps and whizz down to the bottom. They gain good physical skills, for example when they jump, increasing their balance on the trampoline. Children's behaviour is good. The childminder is a very positive role model and provides lots of praise to help children understand what they have done well. The childminder takes children on a wide range of outings and helps them learn about the wider community. They develop their social skills and confidence, such as through mixing with other groups of children.

Outcomes for children are good

Children make good progress in their learning and development given their starting points. They develop their independence well, for example, as they learn to put on their shoes and wash their hands. They listen carefully and follow instructions well. Children are well prepared for their next stages of learning and are developing key skills for their eventual move to school.

Setting details

Unique reference number	EY473554
Local authority	Reading
Inspection number	972125
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Reading, West Berkshire. She offers care on a daily basis, before and after school, and during school holidays.

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