

Childminder Report

Inspection date

8 September 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

- Children are happy and confident in the childminder's care. They enjoy the play experiences she gives them. Children are motivated and eager to learn. They behave well.
- The childminder helps children to make good progress in their learning and development. She uses their interests to engage with them purposefully during the activities.
- The childminder makes good observations of children's development to plan activities that support their next steps in learning well.
- Children play safely in the childminder's clean, safe and well-maintained home, which contributes to their good health and well-being.
- The childminder has good relationships with parents. She keeps parents up to date with their children's progress so they can help to extend their children's learning at home.
- The childminder updates her professional knowledge and skills well. For example, she regularly attends safeguarding forums to ensure she knows the most recent child protection procedures to help her recognise concerns to protect children's welfare.

It is not yet outstanding because:

- The childminder does not make some resources easily accessible. For example, young children cannot reach equipment to practise their early writing or to explore creatively.
- The childminder does not create regular opportunities for children to learn about the similarities and differences between themselves and people in the world around them.

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 younger children to be more creative and to practise their early writing skills
- extend children's knowledge and understanding of the similarities and differences between themselves and others.

Inspection activities

- The inspector checked the areas used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection to discuss her practice.
- The inspector looked at children's development files, planning, policies and procedures, and the childminder's self-evaluation document.
- The inspector took account of parents' written feedback and comments.
- The inspector spoke to children as they took part in their activities, and observed their play and the childminder's interaction with them.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of how to protect children from harm. She implements procedures to protect children's health and safety. For example, she completes a daily risk assessment prior to children's arrival to minimise any hazards. The childminder reflects on her provision to make improvements. For example, she has developed her assessments and she accurately monitors children's development and plans activities to help them progress in their learning. She has positive partnerships with other professionals involved in children's learning and development. The childminder shares children's development records with the staff at other settings children attend and obtains information to help her build on what children can do so they make continued progress.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She interacts well with the children and develops their speech, listening and understanding skills. For example, she involves younger children in interesting conversations building their vocabulary. The childminder skilfully introduces children to early mathematical learning. For example, when children explore pompoms she describes and introduces the language for size, such as 'big' and 'small'. The childminder encourages children's physical skills well. Younger children thread cotton reels onto a string, which contributes to the development of their small muscle control. Older children enjoy developing larger muscles, such as when they climb up to the tree house in the garden.

Personal development, behaviour and welfare are good

The childminder helps children to feel confident and to have a close relationship with her. She responds quickly to younger children to help them feel reassured and offers all children consistent praise for their achievements. The childminder helps children to learn and follow rules and boundaries to learn how to keep safe. For example, she teaches them how to go down steps safely into the garden and the procedures to follow in the event of fire.

Outcomes for children are good

All children make good progress in their learning and development. They listen and respond positively. Children learn the importance of washing their hands prior to eating and about eating healthy meals. They enjoy learning about their local community, for example, when they visit places of interest. Children are good communicators. They develop early mathematical and social skills, which prepares them successfully for the next stages in their learning.

Setting details

Unique reference number	EY476777
Local authority	Wokingham
Inspection number	983655
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	4
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Lower Earley, Reading, Berkshire. She operates weekdays, for most of the year.

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