

Childminder Report

Inspection date

19 September 2016

Previous inspection date

23 November 2015

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 forms strong bonds with children; they feel safe and secure in her care. She has very good knowledge of their individual needs and encourages positive relationships between children.
- The childminder monitors children's achievements to ensure they make progress with their development. All children make good progress from their starting points.
- The childminder forms positive relationships with parents. She communicates effectively with them to support children's learning and care. Parents report that they value her service and build good partnerships.
- The childminder plans activities that stimulate and excite children. Their physical skills are developing exceptionally well.
- The childminder supports children's understanding of healthy lifestyles well. For example, she encourages good hygiene practices, healthy eating, daily fresh air and exercise. She is a positive role model for children.

It is not yet outstanding because:

- The childminder does not make the best use of opportunities to extend children's early writing skills and understanding of numbers.
- The childminder does not provide many opportunities for children to learn more about technology, and about differences between people in the wider world.

What the setting needs to do to improve further

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

- explore ways to strengthen children's early writing opportunities, and understanding of letters and numbers, to enhance their early literacy and numeracy skills
- enhance opportunities for children to explore technology, and to learn about differences between people in the wider world.

Inspection activities

- The inspector looked at areas of the premises that children use.
- The inspector examined a selection of children's records, policies and other documents.
- The inspector observed the childminder's interactions with the children and invited her to evaluate an activity.
- The inspector read testimonials from parents to gain their views.
- The inspector spoke to the childminder to determine her knowledge of the early years foundation stage requirements.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of the leadership and management is good

The childminder updates her paediatric first aid training and safeguarding knowledge regularly, to help keep children in her care safe. She has a good understanding of what signs would give her concerns about a child's welfare, and what procedures to follow. Safeguarding is effective. The childminder completes thorough assessments, including progress checks for two-year-old children, to monitor their ongoing progress and to identify areas for support. The childminder values her professional development and reflects well on her practice. For example, she communicates effectively with her local authority adviser to gain support and attends additional training to improve her service, particularly since her last inspection.

Quality of teaching, learning and assessment is good

The childminder considers individual children's learning styles and plans challenging activities. She supports children's physical development and communication skills well, and recognises when children need additional help. For example, she teaches and models the correct use of speech to aid their language development. Overall, the childminder introduces some mathematics to children. For example, children learn to identify and sort coloured balls into a box, and compare different sized fish in the pond, while in the garden. Children show an interest in early writing. For example, they enjoy exploring books, which are accessible for them to select, and the childminder regularly reads to them. The childminder provides good opportunities for children to explore their natural surroundings. They enjoy visiting parks and are eager to make discoveries.

Personal development, behaviour and welfare are good

The childminder is good at supporting children's independence skills. She encourages children to feed themselves and to use the toilet independently. She has a warm and welcoming nature, and children are happy and confident in her care. The childminder teaches children to be safe, for example, not to run on the decking in the garden and to be careful not to trap their fingers in doors. The childminder encourages children to take turns and share with one another, reinforcing good behaviour with praise regularly. The childminder has a good understanding of children's individual needs, such as sleep routines, food choices and favourite toys. The childminder uses information from parents to discuss children's experiences at home to support their self-esteem.

Outcomes for children are good

Children make good progress with their learning and development. They request activities and communicate their needs well. Children learn to be independent with managing their care needs, such as putting on coats and washing their hands. They are gaining the necessary skills needed for starting school.

Setting details

Unique reference number	EY415395
Local authority	West Berkshire (Newbury)
Inspection number	1057830
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	23 November 2015
Telephone number	

The childminder registered in 2010. She lives in Chieveley, near Newbury, Berkshire. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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