

# Childminder Report

**Inspection date**

29 September 2016

Previous inspection date

19 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has made improvements since the last inspection. For example, she has developed good partnerships with other professionals and improved planning. This has helped her to raise standards and encourage children's ongoing progress successfully.
- The childminder knows the children well and provides good learning opportunities to support their ongoing development. She regularly tracks children's development and accurately identifies what they need to learn next to help them make good progress.
- Children are confident, settled and happy in the childminder's care. They clearly enjoy the childminder's company and feel secure, playing confidently throughout the home.
- Partnerships with parents and other early years providers are strong. The childminder ensures feedback is consistent with them to provide good continuity of care in children's care and learning.
- The childminder reflects positively on her practice and identifies her strengths and areas to improve well. She considers the views of parents and implements what she learns from training to support children's welfare and learning outcomes.

### It is not yet outstanding because:

- The childminder does not use every opportunity to help children fully develop all aspects of early mathematics in their play.
- The way that resources are organised does not enable children to easily choose the toys and resources they would like to use.

## What the setting needs to do to improve further

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

- use every opportunity to extend children's mathematical understanding as effectively as possible in their activities
- review the organisation of resources to help all children easily choose what they would like to use, to enable them to build on their interests.

### Inspection activities

- The inspector observed children at play in all 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 in the compliments book.
- 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

Safeguarding is effective. The childminder is confident about her role and responsibility to protect children. She has a good understanding of child protection issues and is aware of the procedures to follow should she have any concerns about a child's welfare. The childminder has good partnerships with parents and keeps them well informed of their children's progress and well-being. For example, she regularly provides them with written information about their children's achievements, which allows them to keep a close check on their children's development. Parents clearly value the childminder, and feedback from them is very positive.

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

The childminder provides a range of interesting activities inside and outside of her home to support children's physical development. For example, children develop their fine physical skills as they enjoy matching puzzle pieces. They climb and balance as they explore different equipment at soft play centres. The childminder supports children's imagination skills well. For example, following a discussion about birthdays, the childminder and the children pretended to make a cake and used the tea set. The childminder extends children's vocabulary well. For example, she asks children a good range of questions as they play to build on their speaking and understanding skills.

### Personal development, behaviour and welfare are good

Children settle quickly and relax in the childminder's company. The childminder teaches children to follow good hygiene practices. For example, she explains the importance of washing hands and the importance of using soap to remove germs. Children learn how to keep themselves safe, through effective routines instigated by the childminder. For example, they learn to hold hands or hold on to the buggy on outings and learn how to remain safe in emergencies through regular fire drills.

### Outcomes for children are good

Overall, children gain important skills that prepare them well for the future. They develop good independence skills and build the confidence to do things for themselves. For instance, children of all ages attempt to put on their shoes and coats before going out. Children listen well and express their ideas in play with confidence. Children develop their creative and literacy skills well. For example, they use alphabet books to learn about letters.

## Setting details

<b>Unique reference number</b>	EY273244
<b>Local authority</b>	Reading
<b>Inspection number</b>	1057647
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 August 2015
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Tilehurst, near Reading, Berkshire. The childminder cares for children Monday to Friday, all year round.

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