

# Childminder Report

**Inspection date**

4 October 2016

Previous inspection date

2 November 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 is experienced in working with children and supports their learning well. She provides a variety of outings that complement activities in the home.
- The childminder observes and tracks children's development well. She uses learning journals carefully to show children's good progress in their all-round learning.
- Children play in a safe, clean and well-maintained home. They enjoy regular meals and drinks which contribute to their health and well-being.
- Partnerships with parents are strong. The childminder ensures parents receive daily verbal feedback about their children's day to support continuity in care and learning.
- The childminder has improved her practice well since the last inspection. She has addressed the actions and recommendations effectively. For example, she now has all adults living in the home suitably checked and implements good routine hygiene procedures to help safeguard children's well-being.

### It is not yet outstanding because:

- Children are not fully aware of all toys and resources available to enable them to make more choices and decisions in their play.
- The childminder does not use self-evaluation as well as she could to identify what she could do to raise the quality of her provision even higher.

## 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 all children to make choices about the toys and resources they want to use
- develop the use of self-evaluation further to identify ways to raise the quality of the provision even higher.

### Inspection activities

- The inspector observed children's play and the childminder's interaction during activities.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector spoke to children and interacted in their play.
- The inspector examined documentation, including children's records, learning journals, policies and procedures.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder risk assesses her home well and ensures it is safe and secure. She shows a good commitment to keeping her safeguarding knowledge up to date. For example, she attends safeguarding training every three months to ensure she is fully aware of her role and responsibility to protect children. The childminder works in good partnership with teachers at local schools. She communicates with them consistently to exchange messages as needed to encourage continuity of care, while meeting the individual needs of the children.

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

The childminder supports children's learning and development well. She has regular meetings with parents to support children's progress and ongoing development. The childminder helps children's communication and listening skills well. For example, she sings action songs to the children and reads and looks at a range of books with them. The childminder builds on children's interest in books and songs to encourage other aspects of their learning, such as their understanding of the world and their physical development. For example, when looking at the books, the childminder talks to the children about the sounds the animals make, and during singing time she encourages children to participate in the actions. Children benefit from a variety of outings. For example, they visit the local post office and shops, which helps them to gain confidence in different situations, preparing them well for school.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional development well with effective praise and encouragement. For example, younger children are encouraged to practise their new skills of standing, with her support. The childminder encourages children of all ages to be polite. For example, she teaches children to say 'please' and 'thank you' where appropriate to help with their understanding of good manners. The childminder supports children's good health and helps them to learn how to be safe. For example, when out in the community she teaches them about the dangers of the road and reminds them how to manage risks when playing at the park.

### Outcomes for children are good

Children are motivated, engaged and happy in the childminder's care. They develop good levels of early learning skills, such as sequencing of numbers and colour recognition, as these are interwoven throughout their play. Children are well behaved and developing good social skills. For instance, they are encouraged to mix and play nicely and have regular opportunities to play and explore with others to build on their sharing and turn-taking skills. Children are well prepared for their next stage in learning.

## Setting details

<b>Unique reference number</b>	148558
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1057554
<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 - 14
<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>	2 November 2015
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Lower Earley, in Reading, Berkshire. The childminder's provision operates from Monday to Friday, for most of the year.

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