

Childminder Report

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| Inspection date | 16 November 2016 |
| Previous inspection date | 15 February 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder develops extremely good partnerships with parents. She seeks feedback to understand their needs and the effectiveness of her practice. She uses information from parents to meet their child's care routines and needs. The childminder is very flexible in meeting these needs and new children settle in extremely quickly.
- The childminder places the highest priority on using up-to-date and well-informed policies, procedures and daily risk assessments to help keep children safe each day.
- The childminder has a good understanding of how children learn and develop. She makes informed observations and thorough assessments of children's achievements and uses them to plan new and interesting learning opportunities.
- The childminder works closely with other early years professionals and knows precisely how to prepare children emotionally for moves to pre-school and school. She ensures they have the practical skills and independence they need to feel confident in taking on new ventures. Outcomes for children are good.

It is not yet outstanding because:

- The childminder occasionally misses opportunities to encourage high achievers to think for themselves and solve problems independently.
- The childminder has recognised the need to extend her knowledge about some developmental delays to help her adapt her teaching and provide even more focused support for children.

What the setting needs to do to improve further

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

- create more opportunities to build on the older children's critical thinking skills
- extend knowledge and skills of how to adapt teaching strategies to minimise any specific developmental delays and support children even more effectively.

Inspection activities

- The inspector observed care routines and teaching, and the impact of these on children's learning and development.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from them.
- The inspector spoke with the childminder about the impact of her training, experience and practice on outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects well on her practice, developing this to ensure she is constantly improving outcomes for the children in her care. She has developed very effective arrangements for sharing information and working in partnership with other early years professionals. She monitors children's progress thoroughly and is quick to identify and support children's individual strengths and needs. Safeguarding is effective. The childminder is well trained in child protection procedures and has an excellent understanding of how to record and report any concerns. She gives health and welfare the utmost priority to ensure that she keeps children safe from harm, for instance, as they explore their community together.

Quality of teaching, learning and assessment is good

The childminder is attentive and listens carefully to what children say. She is very good at supporting children's learning through play. For example, toddlers repeatedly practise manipulating controls and use mathematical skills as they activate lights and sounds on different battery operated toys. Story times are frequent and engaging. The childminder skilfully introduces children to the joy of books and early literacy skills. For instance, she builds on children's enjoyment of nursery rhymes and links them with text and illustrations in colourful board books. She shows older children how to identify simple words and letters while listening to stories.

Personal development, behaviour and welfare are outstanding

Children develop exceptionally strong relationships with the childminder, who is warm and highly responsive to their needs. This supports children's emotional well-being and they have high levels of confidence in their own abilities. Children confidently explore and are extremely motivated and enthusiastic to learn. The childminder provides children with rich and varied experiences in the local and wider community. She uses these outings very successfully to support children's physical well-being and widen their social experiences and appreciation of diversity. Children behave extremely well for their ages. They are extremely courteous, kind to younger children and highly respectful to adults.

Outcomes for children are good

Children make good or better progress in their learning and development. They enjoy a wide range of learning experiences and gain the skills they need to be ready for school. For example, children understand and use mathematical language as they make comparisons and select objects by description. They are imaginative and resourceful learners who can concentrate and develop their own ideas. Children have gained a breadth of experience socialising, playing and learning to cooperate with others. They share toys and their ideas and take turns in conversations.

Setting details

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| Unique reference number | 110338 |
| Local authority | West Berkshire (Newbury) |
| Inspection number | 1061204 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 15 February 2013 |
| Telephone number | |

The childminder registered in 1996. She lives in Burghfield Common, between the towns of Reading and Newbury, in Berkshire. The childminder provides care from 9am to 5pm on Tuesday to Friday, all year round except for bank holidays and family holidays.

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