

Childminder Report

Inspection date

28 November 2016

Previous inspection date

4 April 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder works well in partnership with parents, to meet children's needs. She has frequent discussions with parents about their children's development and well-being and helps them to support children's learning at home.
- The childminder takes positive steps to evaluate her effectiveness and to make improvements. This has helped her to maintain her good level of service since the last inspection. For example, she has kept up to date with government changes.
- The childminder and her assistants are skilled in helping children with their early language development. For example, they are actively involved in children's play and help to extend vocabulary by adding new words as they talk.
- The childminder and her assistants are caring and nurturing. Children demonstrate secure and trusting relationships with them.
- Children are engaged in their learning and concentrate well. They make good progress and are well prepared for the next stage in their learning.

It is not yet outstanding because:

- The childminder has not fully developed assessment routines to help check on the progress of children's learning more closely.
- The childminder misses opportunities to respond to children's ideas and adapt activities to captivate children's interests and enhance their learning even further.

What the setting needs to do to improve further

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

- improve assessment routines further to help identify where children might make quicker progress in their learning
- recognise when to adapt activities to captivate children's interests further and help them make even better progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The inspector and the childminder observed a planned activity and discussed it together.
- The inspector looked at relevant documentation including suitability checks, policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder supports her assistants well and monitors their practice. For example, she provides reading material and guidance, and ensures that her assistants have a clear understanding of their roles and responsibilities. Good partnerships have been developed with other providers and information is regularly shared to support children's continuity of care. Safeguarding is effective. The childminder and her assistants have completed relevant safeguarding training. They know the procedures to follow if they have concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder and her assistants support children's early literacy skills successfully. For example, she provides a literacy-rich environment and creates stories with children as they play. The childminder and her assistants provide a good range of activities that helps children's physical development. For instance, they provided support where necessary, to enable children to challenge themselves on climbing equipment. The childminder plans opportunities to help children learn about the world in which they live. For example, she takes children out into the community, such as to local playgroups, parks and on public transport.

Personal development, behaviour and welfare are good

The childminder encourages healthy lifestyles. For example, she provides nutritious meals and snacks, plans a range of activities that enables children to be physically active and teaches children about good hygiene practices. The childminder and her assistants support children's emotional well-being effectively. For example, they give children lots of praise and help them to explore feelings as they share books. The childminder and her assistants are good role models and children are caring, respectful and behave well. The childminder provides effective opportunities for children to become independent. For instance, she encourages children to change into their outdoor clothes independently. The childminder provides a welcoming, well-organised home environment for children. She makes thorough checks of her home and garden to ensure children can play safely.

Outcomes for children are good

Children are curious, confident learners who are motivated to learn. They begin to solve problems for themselves. For example, young children worked out how to access small steps safely. Children develop their sense of responsibility and are keen to help. For instance, young children help to arrange furniture in preparation for snack time. Children explore their creative ideas and make links for themselves. For example, they recognised which equipment could be hot during kitchen role-play and understood the uses of a range of kitchen tools.

Setting details

Unique reference number	133750
Local authority	Oxfordshire
Inspection number	1061372
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	6
Name of registered person	
Date of previous inspection	4 April 2013
Telephone number	

The childminder registered in 1972. She operates her service from her home in Sonning Common, Reading. She works Monday, Wednesday and Thursday from 8am to 6pm with two assistants.

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Piccadilly Gate
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