

Childminder Report

Inspection date

9 January 2017

Previous inspection date

10 May 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 monitors children's progress well. She makes accurate assessments to help identify when they may need additional support and implements plans to help children progress further.
- Effective evaluation, including seeking the views of others, helps the childminder to strengthen and identify areas for development. For example, following recommendations from parents, she has helped children to develop stronger counting skills by introducing more mathematical activities.
- Children build very strong relationships with the childminder. They are settled and secure in her care, which helps to build good levels of emotional well-being. Children learn to respect each other's differences. For example, the childminder uses activities, such as stories, to help teach children about people in the wider world.
- Children are developing the skills needed for the next steps in their learning, including school. For example, they can carry out simple tasks, such as collecting their own shoes and wiping their own noses.

It is not yet outstanding because:

- The childminder does not keep parents fully involved with their children's learning and development, and the progress they make.
- The childminder does not have strong links with all the settings children attend to help ensure a consistent approach to children's care and learning.

What the setting needs to do to improve further

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

- share records with parents about the progress children make to involve them fully in their children's learning and development
- continue to build links with all settings that children attend to enhance continuity for children's learning and development.

Inspection activities

- The inspector considered the views of parents during the inspection, such as through questionnaires and sampling written feedback.
- The inspector looked at some records relating to children's assessments and welfare.
- The inspector viewed the areas of the home used by the children.
- The inspector asked the childminder questions relating to children's development and welfare at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children in her care.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of child protection procedures up to date, and has a good understanding of how to keep children safe. She has positive relationships with parents, which helps her to meet children's care needs well. The childminder keeps her skills up to date. For example, she has attended a range of courses, including specialist safeguarding training. This has given her a better understanding on how to recognise when a child may be at risk from having extreme views about what is right and wrong.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge and understanding of how to promote children's learning. She teaches children early mathematical skills. For instance, she encourages children to count and share dominoes between their friends. She provides a stimulating and welcoming environment and children show interest as they learn. For example, when reading a story, she helps to extend children's reading skills by asking them to predict what will happen next. The childminder offers a range of opportunities for children to learn about people beyond their immediate experience. For instance, she explains to them that a guide dog helps people who cannot see.

Personal development, behaviour and welfare are good

The childminder recognises the importance of keeping children safe. For example, she completes risk assessments and removes any hazards. She provides children with clear guidance to help them learn about potential dangers. For instance, children know that they must not go too close to the water when feeding the ducks. The childminder helps children to enjoy a healthy lifestyle. For example, they enjoy eating well-balanced and nutritious snacks and meals, and have plenty of fresh air and exercise when they visit the local parks. The childminder supports them well in understanding routines and expectations of behaviour.

Outcomes for children are good

Children are making good progress from their starting points. They are happy and inquisitive to explore the environment. They are developing the skills they need to be ready for school. Children learn to share and take turns and to understand the differences and similarities between themselves and others. Children behave well. Children learn to count and calculate, for example, as they share domino tiles and match numbers on the dominoes. They enjoy early reading, and listening to and joining in with stories.

Setting details

Unique reference number	EY451392
Local authority	Reading
Inspection number	1062890
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 May 2013
Telephone number	

The childminder registered in 2012. Her home is situated in Caversham, Reading. She offers care Monday to Friday from 8am until 6pm, all year round. She has links with local schools, and collects and drops children off daily.

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