

# Childminder Report

**Inspection date**

24 January 2017

Previous inspection date

19 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides meaningful play experiences that effectively build on children's interests and learning needs. Children are motivated to join in and make good progress overall.
- The childminder supports children's emotional well-being effectively. She is a positive role model for children and they respond well to her. Children are confident and demonstrate very secure emotional attachments.
- The childminder forms effective partnerships with parents in order to provide consistency in care and learning. Parents are very complimentary about the support their children receive from the childminder and commend her for the good levels of progress they make.
- The childminder builds on her teaching skills through a regular programme of professional development. This contributes to the good progress made by all children in readiness for their next stage in learning.

### It is not yet outstanding because:

- The monitoring of children's progress is not always as precise as possible to enable the childminder to focus teaching to address emerging gaps in their learning at the earliest opportunity.
- There are few opportunities for children to find out about people and communities beyond their immediate experiences.

## What the setting needs to do to improve further

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

- develop further the arrangements to monitor children's progress to target teaching even more precisely
- widen the opportunities for children to understand about similarity and difference in the community.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at samples of children's assessments and records, and a range of other documentation.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of parents and children who use her provision.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector discussed the children's development with the childminder.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to report any concerns she may have about children's welfare in line with the local safeguarding procedures. She understands her responsibility to protect children from extreme views or behaviours. The childminder accurately reviews the quality of her provision and implements changes to improve outcomes for children. For example, since her last inspection she has improved how she shares children's progress with parents. The childminder works effectively in partnership with other settings that children attend to support continuity of learning.

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

The childminder effectively helps young children to develop their communication and language skills. She is skilled at using opportunities during their play to consistently model clear words and sentences to them. For example, as the children enjoy building train tracks, the childminder introduces new words to build on their developing vocabulary. She skilfully uses the opportunity to develop other areas of learning as she reinforces simple counting. She also supports children's problem-solving skills as they rearrange pieces to complete the track. Children develop early literacy skills as they explore making marks, and they show a keen interest in books and stories.

### Personal development, behaviour and welfare are good

The childminder is friendly, patient and calm. Her nurturing influence encourages children's independence and confidence. The childminder positively manages behaviour and supports young children to take turns and share. Children behave well and show respect for their environment and the house rules. The childminder supports children's understanding of a healthy lifestyle. For example, she models positive hygiene routines and provides a wide range of healthy, balanced snacks and meals. The childminder provides daily opportunities that extend and challenge children's physical skills. They enjoy regular outings to the local park where they climb, balance and learn to manage risk on the park equipment. The childminder uses local amenities, such as toddler groups and the library, to extend children's learning. Children build new relationships with others and develop their social skills.

### Outcomes for children are good

Children make good progress in their development and are well prepared for the next stage in their learning and their eventual move on to school. They learn how to sit and listen well, for example, during story time at the library. Children display high levels of confidence and self-esteem. They begin to develop an awareness of mathematics, including size, numbers and shapes.

## Setting details

<b>Unique reference number</b>	EY445872
<b>Local authority</b>	Reading
<b>Inspection number</b>	1062594
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 February 2013
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Reading, Berkshire. She operates her service from Monday to Friday, for most of the year.

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