

Childminder Report

Inspection date	26 January 2017
Previous inspection date	7 January 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 plans interesting activities that challenge children well. Children are motivated to join in and are inquisitive learners. They make good progress from their starting points.
- The childminder supports children's growing independence effectively. For example, children learn to dress and feed themselves from a young age.
- The childminder supports children well to develop their understanding of good behaviour. For example, she praises children at appropriate times to help them learn about her expectations. Children behave well and play cooperatively.
- Since the last inspection, the childminder has completed a childcare qualification to extend her knowledge and skills. She continually reflects on and evaluates the quality of the provision she provides to make improvements that benefit children.
- The childminder effectively develops children's awareness of how to stay safe, such as when crossing roads.

It is not yet outstanding because:

- At times, the childminder does not gain enough information about children's learning and development when they first start to plan effectively from the outset.
- The childminder has not yet built effective relationships with other settings children attend to provide consistency in children's learning between the settings.

What the setting needs to do to improve further

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

- gain more information about children's skills and abilities when they first start to aid the planning process from the outset
- develop further the relationships with other settings children attend to provide a more consistent approach to children's learning.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the childminder and children during play and evaluated an activity together.
- The inspector examined a sample of policies, documents and children's records.
- The inspector read feedback from parents to gain their views.
- The inspector discussed the self-evaluation process with the childminder.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of safeguarding procedures up to date. She has a good understanding of how to protect children from extreme views and harm. She completes thorough checks of her home and areas she visits with children to help keep them safe. The childminder continues to improve her knowledge and skills, for example, by sharing ideas with other childcare professionals. She makes good use of children's assessments to monitor their progress. She regularly shares her findings with parents to keep them informed of their children's progress.

Quality of teaching, learning and assessment is good

The childminder understands how children learn. She observes children well, makes accurate assessments and identifies any areas where children need support quickly. She encourages children to develop an interest in literacy. For example, she helps children to learn letter sounds and to recognise familiar words such as their names. The childminder encourages children to look at books both together with her and independently. She helps them to develop good communication skills. For example, she reinforces single words, uses songs with very young children, and asks questions of older children that encourage them to think. The childminder introduces mathematics into children's play. For example, children learn to recognise numbers as they play hopscotch and learn to recognise shapes and colours.

Personal development, behaviour and welfare are good

Children form strong emotional bonds with the childminder and enjoy her attention. The childminder supports children to develop positive social skills. For example, she takes them on regular outings where they learn to mix with other children. She provides children with opportunities to develop a good understanding about the world. For example, she teaches children about different cultures and festivals and encourages children to freely play with resources that reflect other people's similarities and differences, such as small-world people and books. Children develop a good understanding of healthy lifestyles. For example, the childminder helps them learn about the importance of good personal hygiene and healthy eating.

Outcomes for children are good

All children, including funded children, make good progress. They gain the skills they need in readiness for school. Children develop their confidence well and are willing to try new experiences. They learn to concentrate and maintain their interest in activities effectively. For example, young children engaged well during a shaving foam activity. They developed their creative and physical skills as they explored the foam with a range of tools, such as rollers and brushes.

Setting details

Unique reference number	117024
Local authority	West Berkshire (Newbury)
Inspection number	1061258
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	8
Name of registered person	
Date of previous inspection	7 January 2013
Telephone number	

The childminder registered in 1999. She lives in Tilehurst, West Berkshire. The childminder works daily from 7.30am until 5.45pm for most of the year. The childminder has a relevant early years qualification at level 3. The childminder is eligible to receive funding for the provision of free early education for children aged three and four years.

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