

Childminder Report

Inspection date	7 February 2017
Previous inspection date	13 August 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 completes regular observations of children and monitors their development effectively. She uses the information to plan a range of exciting activities and to support children to reach their next stages of learning. Children make good progress.
- The childminder provides a friendly and inviting environment. She develops close relationships with children who clearly enjoy the time they spend with her. The childminder supports children to lead healthy lifestyles. She offers healthy snacks and regular opportunities for outdoor play.
- The childminder shares children's developmental progress with parents on a regular basis to promote continuity in children's learning. Parents speak very positively about the wide range of activities the childminder provides and the good progress their children make.
- The childminder is well qualified and uses her childcare qualification to effectively support children's learning. She regularly updates her skills and knowledge to bring new ideas into her setting and achieve better outcomes for children.

It is not yet outstanding because:

- At times, the childminder does not allow children consistent opportunities to follow their own ideas, share their thoughts or respond to the questions that she asks.
- The childminder has not fully considered ways to share information with other settings children attend, to support their learning and progress more consistently.

What the setting needs to do to improve further

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

- extend opportunities for children to think, respond and share their own knowledge and ideas to further support their learning
- develop effective partnerships with other early years settings that children attend, to support children's learning and progress more consistently.

Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at samples of children's assessment folders 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 all those who use her provision.
- The inspector and childminder jointly evaluated 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 knows what to do if she has concerns about a child's welfare. She is clear about how to report any concerns to the appropriate agencies. The childminder risk assesses her premises and makes sure that the environment is safe and secure for children. Since the last inspection she has developed the use of self-evaluation well, to help her identify and address further areas to improve. This has led her to review the activities she provides and how she monitors children's progress, to make sure she quickly identifies any gaps in children's learning.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. She helps children to count and learn about colours. The childminder supports children's early mathematical development effectively. For example, she helps children work out how many slices of orange they have left in the snack bowl after they take one away. The childminder plans activities that she knows interest children. For example, children enjoy rolling dough and pretending to make long snakes. They develop their hand-to-eye coordination and show great imagination as they stick wobbly eyes on their pictures during a craft activity. The childminder develops children's communication skills effectively. For example, she models good vocabulary and repeats words for children to hear.

Personal development, behaviour and welfare are good

The childminder is very kind and caring, and children show they are happy and confident in her care. Children learn to be responsible and to look after living things. For example, they help to care for the childminder's pet rabbits and parrot. The childminder supports children to develop their self-care skills and independence in readiness for school. Children learn how to manage their feelings and behaviour. The childminder helps children to think of others' feelings and supports them to take turns and develop confidence. Children enjoy regular visits to local community places where they learn to socialise with others.

Outcomes for children are good

All children develop age-appropriate self-care skills and are confident, self-assured and independent. They develop good mathematical skills and readily count and identify shapes. Children concentrate well and persevere at self-chosen tasks that interest them. They enjoy activities that help them to develop good early writing skills. Children are well prepared for their future learning and for their eventual move to school.

Setting details

Unique reference number	EY390129
Local authority	West Berkshire (Newbury)
Inspection number	1062258
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	13 August 2013
Telephone number	

The childminder registered in 2009. She lives in Burghfield Common in West Berkshire. She provides care Monday to Friday, all year round.

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