

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 21 February 2017 |
| Previous inspection date | 30 June 2014     |

| <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

- Children make good progress from their starting points. The childminder works well with parents to meet children's needs. She keeps them informed and involved in their children's learning to provide continuity for children.
- Children build very strong relationships with the childminder. They are settled and secure in her care, which helps them to build good levels of emotional well-being.
- The childminder monitors children's learning well and uses her assessments to plan motivating experiences. Children become engaged and concentrate during activities such as painting. They learn new skills such as the effects of mixing colours together.
- Children respect and value others. They play very happily together and understand the importance of sharing and taking turns.
- The childminder extends her knowledge and skills regularly, to improve her practice and provide children with a range of stimulating activities that supports their learning well.

### It is not yet outstanding because:

- The childminder does not regularly seek the views of parents, to further build on evaluations of her practice and achieve continuous improvement at a higher level.
- The childminder does not consistently recognise when to intervene in children's play and when to allow them to lead their own play, to help them make better progress.

## What the setting needs to do to improve further

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

- consider ways of seeking the views of parents to further evaluate the provision and target areas for continuous improvement
- develop teaching skills to recognise when to intervene in children's play and when to allow them to play by themselves, to help them make better progress.

### Inspection activities

- The inspector viewed the areas of the home used by the children.
- The inspector checked documentation, such as the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector asked the childminder questions relating to children's development and welfare.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the interactions between the children and the childminder.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works well with other settings that children attend, such as nursery schools. Together, they effectively share information about children's care and development. This helps to provide consistency for children's learning. Safeguarding is effective. The childminder continually updates her knowledge of safeguarding. She knows what to do should she have a concern about the welfare of a child. For example, she knows the signs that a child may be at risk of having extreme views about what is right and wrong.

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

The childminder completes regular observations of children and monitors their development effectively. She uses this information to identify any gaps in children's learning and implement plans to support them to progress further. During play, the childminder encourages children to develop their mathematical skills. For example, she encourages them to count the number of wheels on a car to help develop their understanding of numbers and counting. She effectively helps children to extend their understanding of the wider world. For example, children enjoyed experimenting with water and a play sink. They were aware that if they pushed the tap hard, the water would come out. The childminder helps children to gain strong communication and language skills. For instance, she listens carefully to what children say, uses simple sentences and adds new words to conversations to extend their vocabulary.

### Personal development, behaviour and welfare are good

Children have lots of opportunities to learn about the similarities and differences between themselves and others. For example, the childminder provides a wide variety of resources, such as books, to teach children about different cultures and beliefs. The childminder is a good role model and has a consistently warm and caring approach. She offers children gentle guidance and praise. Children learn to behave well and to treat one another with respect. The childminder effectively promotes children's good health. For instance, she encourages children to have an awareness of healthy lifestyles by talking to them about the importance of healthy eating and having regular exercise. Children have a good understanding of following hygiene practices, including the importance of washing their hands before eating and after messy play.

### Outcomes for children are good

All children make good progress in preparation for their future learning, including school. They develop good writing, communication and physical skills. For example, most of the older children can recognise and write their own names and are beginning to join letters together to make simple three-letter words by the time they go to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY398994  |
| <b>Local authority</b>             | Reading   |
| <b>Inspection number</b>           | 1068965   |
| <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>      | 5   |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 30 June 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2009. She lives in Reading, Berkshire. The childminder provides care on Monday to Friday from 7.30am to 6pm, throughout the year.

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