

# Childminder Report

**Inspection date**

7 March 2017

Previous inspection date

21 November 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

- The childminder uses her policies, procedures and risk assessments effectively to support her practice and help her to keep children safe, secure and happy. She guides their awareness of safety. For example, they eagerly recall how to hold scissors safely.
- The childminder consistently monitors children's development and knows them well. She meets with parents prior to children starting to gain important information about their interests and development so far. She plans interesting and challenging experiences and offers good-quality resources.
- Children behave well. They are eager to play and have fun learning. They have warm bonds with the childminder. Children are emotionally secure. They make good progress.
- The childminder evaluates her provision well. She keeps her knowledge regularly updated to assist her in continually improving her practice and outcomes for children. For instance, she uses support from professional agencies and researches learning ideas to update her skills.

### It is not yet outstanding because:

- The childminder misses opportunities to build on discussions with children about living creatures and their differing habitats to extend their knowledge of the wider world.
- Children have fewer opportunities to develop their own emergent writing skills and to learn to show appreciation for books to extend their awareness for early literacy.

## What the setting needs to do to improve further

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

- help children to learn more about different living things to improve their interest in natural habitats, living creatures and the wider world
- develop the ways that children show appreciation for books and offer different opportunities for early writing, to support their growing awareness for literacy.

### Inspection activities

- The inspector observed children playing and in their interactions with the childminder.
- The inspector spoke to the childminder about how she plans activities for children and how she evaluates the success of these. They spoke about how planned activities link to children's next steps which are agreed on with others sharing the care of the children.
- The inspector discussed with the childminder how she works in partnership with parents and others, and how she shares children's progress.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke with the childminder about how she updates her skills and knowledge and how she reflects of the quality of her provision.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has been proactive in establishing and maintaining effective partnerships with parents and other professionals sharing the care of the children. This enables her to plan efficiently for children's learning and offer consistency for their development. The childminder regularly updates her knowledge to keep her skills current. She identifies how reviewing and reflecting on what she already knows, such as child protection training, helps her to keep children safe and support their well-being. Safeguarding is effective. The childminder demonstrates a good knowledge of how to protect children, including those who may be at risk from extreme behaviours or views.

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

The childminder is confident in her teaching skills and effectively interacts with children. She uses a variety of ways to show and explain to children how to do something to help them stay engaged and further develop their problem-solving skills. For example, as they play with a doll's house and figures, she extends their learning well by asking children to count how many figures are in the bed. She asks questions that help children think, such as 'how will he get down from there', as they place figures on the doll's house roof. She encourages them to consider their responses and ideas. The childminder makes focused observations of what children do and achieve. She regularly shares these with parents and any other professionals sharing the care of the children. The childminder confidently assesses and monitors children's progress and uses this to help plan for their next steps.

### Personal development, behaviour and welfare are good

The childminder offers a welcoming environment for children. She uses her warm interactions to support how children settle and enjoy their learning. Children acquire an understanding of equality and diversity, such as through their play and during their discussions with the childminder. For example, she engages them in conversation about the small-world play figures and encourages their understanding the diversity of these, such as those who cannot see, hear or walk. The childminder supports children to be independent in their health and hygiene routines. She offers regular opportunities for outdoor experiences and children benefit from fresh air and physical activity.

### Outcomes for children are good

Children are confident and willing to learn. They extend their communication and language well. Children develop an understanding of early literacy, for instance, during a threading activity they used labelled cubes to spell their own names. They learn about creativity and expression of their ideas, such as through craft activities where they design their own farmyard. Children are eager to play and enjoy their activities. They learn a good range of skills and show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	117025
<b>Local authority</b>	Reading
<b>Inspection number</b>	1070166
<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>	2 - 7
<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>	21 November 2014
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Reading, Berkshire. The childminder works weekdays throughout most of the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

