

Childminder Report

Inspection date

25 April 2017

Previous inspection date

8 May 2015

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 has a good understanding of young children's development, what they need to learn and how to stimulate their interests. This helps all children to make expected progress in their learning.
- Children are happy, content and emotionally very secure. They enjoy cuddles, laugh and share positive relationships with the childminder and her co-childminder. This helps children to settle quickly and be confident in the setting.
- The childminder involves children in a good range of daily outings to places in the local community. For example, they enjoy feeding the ducks and visiting local cafes. This helps them develop their knowledge about where they live and others who live there.
- Children are independent in their play. They freely select activities that they enjoy and are interested in. This helps to develop their imaginative skills.
- The childminder and parents work closely together. Parents provide relevant feedback to the childminder that helps her to make improvements to her practice.
- The childminder has good links with other settings that children attend and local schools. This helps to provide continuity in children's care and learning and prepare children for their move to nursery or to school.

It is not yet outstanding because:

- The childminder does not consistently make effective use of her ongoing assessments of children's achievements to precisely plan for what they need to learn next.

What the setting needs to do to improve further

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

- make greater use of ongoing assessments to precisely plan for what children need to learn next to help them make even better progress.

Inspection activities

- The inspector observed and assessed the quality of teaching and learning indoors and outdoors.
- The inspector looked at the childminder's policies and other relevant documents, including suitability checks.
- The inspector toured the setting.
- The inspector discussed with the childminder her knowledge and understanding of the safeguarding and welfare requirements.
- The inspector took account of parents' spoken and written views.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice with her co-childminder. They know their strengths and areas to improve. For example, the childminder has taken measures to help ensure she is up to date with all current guidance and legislation regarding child protection. She understands the signs and symptoms she must be aware of which would cause her concerns about children's welfare and safety. The childminder encourages children to talk about their feelings and learn how to keep themselves safe from harm. Safeguarding is effective. The childminder works closely with her co-childminder. They share tasks, which enables them to give personal, individual attention to the children and meet their needs.

Quality of teaching, learning and assessment is good

The childminder provides the children with a good range of toys and games. Children are curious, inquisitive and enjoy finding out how things work. For example, they collect wheeled toys and play with them on a variety of surfaces to see how fast they can move. Children have good opportunities to explore print. They select books and spend time with the childminder naming objects, thinking about what they do and recalling when they have seen them in the local community. The childminder knows when to ask questions and when to stand back and observe. For example, children take the play hammer and screwdriver to the puzzle shelf and talk about the cars being noisy. As they mend the cars, they sing relevant nursery rhymes.

Personal development, behaviour and welfare are good

The childminder constantly praises children, which encourages them to be confident, extremely happy and develop their independence and self-care skills well. For example, children help themselves to drinks and snacks. Children are eager to learn. For example, they ask for help to find toys and ask what the noises they hear outside are. Children ride wheeled toys, kick balls and play catch, which helps to develop their physical skills. They dig in the soil and look for seedlings that they have planted, which helps them to learn about the world around them.

Outcomes for children are good

All children make good progress in relation to their different starting points, which helps them to be well prepared for their next steps in learning. Children develop a secure knowledge of how to keep themselves safe in the local community. For example, they develop a good sense of road safety and hold the childminder's hands. Children enjoy learning and use their developing skills in all of their play. For example, they count the number of jumps they do in the park.

Setting details

Unique reference number	EY428318
Local authority	West Berkshire (Newbury)
Inspection number	1094867
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	8 May 2015
Telephone number	

The childminder registered in 2011. She lives in Newbury, Berkshire. The childminder works as a co-childminder with her daughter at her daughter's home in Newbury, Berkshire. She provides care for children every day, except Mondays, all year round.

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