

# Childminder Report

**Inspection date**

8 May 2017

Previous inspection date

16 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 made steady and consistent progress since the last inspection to achieve good outcomes for children. She evaluates and monitors her practice carefully, to identify areas of strength and weakness to inform further improvement.
- Children have positive relationships with the childminder. They enjoy her company and settle quickly to activities.
- The childminder has a good understanding of safeguarding procedures and follows effective safety processes to help keep children safe.
- The childminder assesses and monitors children's development successfully. She plans a wide range of activities that reflect children's individual learning needs, to help them make good progress in preparation for their future lives.

**It is not yet outstanding because:**

- Occasionally, the childminder does not encourage children to talk about their thinking, to help them reflect on and extend their learning further.
- Sometimes, the childminder misses opportunities to teach children more about good nutrition and healthy lifestyles.

## What the setting needs to do to improve further

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

- extend ways to encourage children to express their thinking, to help them make more links in their learning
- develop opportunities for children to learn more about the importance of good nutrition, to support their understanding of healthy lifestyles.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector and the childminder reflected on activities together, and discussed the effectiveness of these.
- The inspector talked to the childminder about her practice and her understanding of the legal requirements.
- The inspector looked at children's assessment records, the childminder's training records and her self-evaluation form.

### Inspector

Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has met all actions from the previous inspection and has a good understanding of the legal requirements. Safeguarding is effective. The childminder supervises children appropriately to help keep them safe. She knows what to do if she has concerns about a child and she keeps her safeguarding knowledge up to date. The childminder holds an appropriate first-aid certificate to treat children effectively in the event of an accident. She follows clear procedures to administer medication where needed, to support children's good health. The childminder understands the importance of notifying Ofsted of significant changes and events.

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

The childminder uses a variety of helpful approaches to engage parents and carers in their children's learning. For example, she encourages parents to share what their children know and can do. She invites them to open mornings and to share photographs of their children's experiences at home. The childminder teaches children a range of important skills to prepare them for their next steps in learning. For example, she helps children to recognise and name shapes as they enjoy exploring a sandpit, and sharing relevant books. The childminder makes suggestions and models play alongside children, to extend their play and learning further.

### Personal development, behaviour and welfare are good

The childminder provides children with healthy diets and good opportunities for physical exercise to support their well-being. She helps children to learn about effective safety procedures to help them stay safe. For example, she develops children's awareness of road safety and what to do if they become lost as they take part in outings. The childminder is a good role model and supports children's understanding of her behavioural expectations well. She helps children to develop respect towards others, for example, as she encourages them to meet other children and people from different backgrounds in the local community.

### Outcomes for children are good

Children enjoy their time with the childminder and make good progress in preparation for school. They develop good early literacy skills. For example, they enjoy listening to stories, learn how to hold a pencil effectively and practise writing their names. Children develop a good awareness of shapes and they begin to use relevant mathematical language. They show positive personal and social skills. They follow suggestions readily, cooperate well with routines and engage in activities with confidence. Children show good behaviour and they play well together.

## Setting details

<b>Unique reference number</b>	EY339211
<b>Local authority</b>	Reading
<b>Inspection number</b>	1078648
<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>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 November 2016
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Reading, Berkshire. She offers full-time care on weekdays throughout the year, including out-of-school care. The childminder holds a recognised early years qualification at level 3.

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.

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