

# Childminder Report

**Inspection date**

8 June 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 knows the children well, and plans and provides a variety of activities to help support their development and skills. Children make good progress.
- The childminder observes and tracks children's development well. For example, her records clearly show how children are progressing and she successfully identifies children's next steps for learning.
- Children are happy and confident in the care of the childminder. Together they have good relationships and demonstrate that they feel safe within the childminder's care.
- Children behave well. The childminder teaches children to understand rules and be polite, which has a positive impact on their play and learning.
- The childminder evaluates her practice and regularly updates her knowledge and skills. For example, she has recently researched methods of how she can help children feel less anxious, such as to help support them prepare for school.

### It is not yet outstanding because:

- The childminder does not help children learn more about what makes them unique, and the similarities and differences between themselves and others.
- At times, the childminder does not make the best use of opportunities to encourage parents to contribute to the assessment of their children's development.

## What the setting needs to do to improve further

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

- increase the ways in which children can develop their knowledge and understanding of the world further
- build on the information shared with parents even further to help support children's learning even more consistently at home and at the setting.

### Inspection activities

- The inspector observed activities in the main play areas and engaged with children throughout activities.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's learning journals and records, and spoke to the childminder about her aims for her provision and her policies.
- The inspector undertook a joint observation with the childminder.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of her responsibilities to keep children safe. For instances, she knows the referral procedures to follow should she have any concerns about a child's welfare. The childminder uses risk assessment effectively to ensure her home is safe and secure. The childminder works in good partnership with teachers at local schools. For example, she regularly shares information from teachers to parents and vice versa to maintain continuity of care.

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

The childminder provides a good range of activities, toys and resources to engage and support children's ongoing development. The childminder extends children's vocabulary well. For example, she talks to them consistently, asking a range of questions to build on their speaking skills and understanding. The childminder helps children to explore and encourages them to use their small physical skills well. For example, when being creative with rice, the childminder encourages the children to scoop up rice on spoons and investigate with different sized funnels. The childminder helps children to be friendly and supports their relationships with others. For example, she plans regular visits to local groups to help build children's social skills.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming home to enable children to feel settled and relaxed. The childminder teaches children to stay safe. For example, children learn the green cross code when out in the community and practise emergency evacuation procedures. The childminder encourages children's behaviour well. For instance, children learn good manners and say 'please' and 'thank you', when appropriate. The childminder promotes children's health well. For example, she teaches them good hygiene routines, and takes them out daily to play and climb on large equipment at the parks.

### Outcomes for children are good

All children are confident and engage well in activities. Children develop their literacy and mathematical skills well. For example, they confidently count and talk about colours enthusiastically, explore alphabet puzzles, and use chalks and writing materials to practise their early writing skills. Children are independent and imaginative. For instance, they regularly play shops and use the interactive till with interest, pressing buttons to see what happens when they do.

## Setting details

<b>Unique reference number</b>	EY488938
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1011945
<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 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Newbury, Berkshire. She operates each weekday through the year, with the exception of family and bank holidays.

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