

Childminder Report

Inspection date

6 September 2017

Previous inspection date

27 October 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder provides a rich and stimulating experience. Children are extremely enthusiastic and thoroughly enjoy exploring the newly developed playroom. This helps them to further explore ideas and develop their imaginations.
- The childminder has a thorough knowledge of how young children learn. She uses this knowledge well to help children practise their self-help skills. For example, children are developing their skills to use buttons and zips when they dress dolls.
- Children have very high standards of behaviour and confidence. They help themselves and each other to toys that extend their play. This supports their very high levels of emotional well-being and social skills even further.
- Partnerships with parents are well developed. The childminder works very closely with parents and fully involves them in their children's learning. For example, parents tell the childminder about children's progress during the holidays.
- The childminder develops effective relationships with staff at local schools. Children make at least typical progress and are well prepared for their next stage in learning.

It is not yet outstanding because:

- The childminder does not always monitor the considerable changes she has made to the play room, to help children make even better progress in their learning.
- The childminder does not consistently check children's progress against the ages and stages of development. This does not help her to identify strengths and weaknesses in children's learning even more precisely.

What the setting needs to do to improve further

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

- monitor the significant changes to the play room to identify further areas to further improve and help children to make even better progress in their learning
- check children's progress against the ages and stages of development so that children make the best possible progress in all areas of learning.

Inspection activities

- The inspector looked at a range of documentation, including children's records and certificates.
- The inspector took account of parents' written views.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations for the children in her care. She constantly develops her knowledge to keep herself up to date. For example, she has researched resources to support the development of the new play room. The new play mat and map help children to understand the world around them and their place in it. The childminder has regular conversations with other childminders to share ideas. She is a member of some organisations, where she accesses her training. The childminder uses the views of parents to improve the quality of her setting. For example, they complete an annual questionnaire to show aspects of her work with which they are delighted. Safeguarding is effective. For example, the childminder regularly monitors children's attendance. The childminder knows where to seek help for any concerns about children in her care.

Quality of teaching, learning and assessment is good

The childminder develops children's learning through the toys with which they choose to play. For example, when children are playing with toy cars, they start to line them up in rows and they count them and talk about colours. The childminder uses a good range of questions to help children to describe what they see and think. Children are surrounded by a rich selection of signs and books. They enjoy being in the cosy area and share their favourite stories with her. The childminder supports children's enjoyment of books. Children learn to turn pages and expect to see certain characters. For example, they search the book until they have found 'mummy and daddy pig'. The childminder uses problem-solving skills well to organise, sequence and clarify children's understanding. For instance, they try many different ways to move the toy car park so they can roll the cars down the ramps from all sides.

Personal development, behaviour and welfare are outstanding

Children are extremely confident and extremely happy. They routinely help themselves to toys that interest them. The childminder consistently models excellent standards of hygiene and care. Children have exceptionally good manners. Children know how to take turns and share. The childminder makes time to explain why caring for others is very important. Children respond by listening very well and immediately showing concern. They respect other people, themselves and toys. They very quickly develop a sense of how to keep themselves safe. For example, they hold the banisters as they confidently walk upstairs with the childminder. The children are extremely enthusiastic about their families and use photographs to share their favourite stories about their grandparents.

Outcomes for children are good

All children make expected progress. They talk with confidence and are developing extremely curious, enquiring minds. Children's language skills are exceptionally well developed. This helps them to be very well prepared in their early reading and mathematics skills. Children are beginning to learn that marks they make have meaning. They explore natural objects, such as noticing how feathers float to the ground.

Setting details

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|------------------------------------|---|
| Unique reference number | EY379906 |
| Local authority | West Berkshire (Newbury) |
| Inspection number | 1057781 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 1 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Name of registered person | |
| Date of previous inspection | 27 October 2015 |
| Telephone number | |

The childminder registered in 2008. She lives in Reading, Berkshire. She provides care from Monday to Friday, between 8am and 6pm, for 49 weeks a year. The childminder has a relevant childcare qualification at level 3.

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