

Childminder Report

| | |
|--------------------------|-------------------|
| Inspection date | 11 September 2017 |
| Previous inspection date | 19 October 2015 |

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| 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 requires improvement. It is not yet good because:

- The childminder has failed to ensure that she sends the relevant information to Ofsted about new members who live at the house, to enable Ofsted to be able to complete suitability checks. This is also a breach of the Childcare Register requirements.
- The childminder does not consistently explore further ways to engage with parents in sharing her policies more effectively.

It has the following strengths

- The childminder has a friendly and supportive relationship with parents. She seeks suggestions from parents to help her improve the quality of children's learning. For example, she has introduced watercolour paints for children to explore mixing colours.
- The childminder has a strong knowledge of how young children learn. For example, she plans the learning activities using the seasons of the year. She uses the rich variety of plants in her garden. This helps children understand growth.
- Children are exceptionally happy and confident with the childminder. This helps them to behave very well and develop as keen, motivated and curious learners.
- Children develop their spoken language skills very well. This supports them to talk about their learning. They link their experiences to help them make sense of the world around them and their place in it.
- The childminder has good links with the local school. This helps children to be well prepared for their next stage in learning. Children make typical progress in most areas of learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

| | Due Date |
|--|-----------------|
| ■ inform Ofsted of the changes regarding people who live at the property, in order for Ofsted to carry out the necessary suitability checks. | 11/09/2017 |

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

- think of ways to encourage parents to read and understand the policies for the setting, especially the safeguarding and child protection policies.

Inspection activities

- The inspector looked at all the areas inside and outside of the childminder's house.
- The inspector read a range of documentation, including children's records, the attendance register and suitability documents.
- The inspector spoke to children and took account of their views and parents' written comments.
- The inspector observed children's play indoors and outdoors.
- The inspector held discussions with the childminder in relation to observations of children's play, learning, progress and safeguarding.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management requires improvement

The childminder has not informed Ofsted of recent changes to the household so that it can carry out suitability checks. This does not have a negative impact on the children as the household member is never left unsupervised with them. On this occasion, Ofsted does not intend to take any further action. The childminder has worked hard to address the concerns from the last inspection. She has thought carefully about the improvements she needed to make. Safeguarding is effective. The childminder monitors the register of attendance. She is vigilant when supervising children. She knows where to go if she needs extra support for children's well-being or health needs. The childminder reads about and shares practice with other childminders in her community. This helps her to keep up to date with practice.

Quality of teaching, learning and assessment is good

The childminder keeps clear records of what children know, can do and understand. Since the last inspection, she has introduced a more thorough way of recording children's progress. This helps her to know and understand areas where children are strong in their learning. It also helps her to know if children need extra help. The childminder supports children's awareness of nature and the world. For example, when children are planning to make an apple picture they go into the garden and pick the apples from the tree. This helps them to understand the difference between real fruit and pictures. The childminder enables children to develop good reasoning skills. For example, when trying to build a house for all the animals they think about a story with pigs. They choose to build the house from bricks. Children know and can retell favourite stories. For example, when only one cow fits in the house they built, they think about stories where the lady thought the house was too small.

Personal development, behaviour and welfare are good

The childminder helps children to feel very safe in her setting. She has an excellent relationship with them. Children develop their confidence to explore new situations. They ask lots of questions and choose their activities. For example, they concentrate really well as they build taller fences to keep farm animals safe from crocodiles. Children choose their snack from a wide range of fruit and help themselves to water. They have a very strong understanding of hygiene and dress themselves independently to go outside. They make up interesting and detailed answers to questions they are asked. Children are very curious. For example, they have learnt that plums and apples grow on trees and pick them excitedly. Children show respect and they know how to share and to be kind.

Outcomes for children are good

Children develop a good range of skills. They have a broad experience of the environment and become curious learners. Children are very well supported in learning and developing their basic skills. For example, they learn to count, recognise shapes and begin to add 'one more'. Children learn traditional songs to help them count backwards. They use mathematical language to talk about size and shape.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 117015 |
| Local authority | Reading |
| Inspection number | 1086632 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 4 - 4 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of registered person | |
| Date of previous inspection | 19 October 2015 |
| Telephone number | |

The childminder registered in 1998. She lives in West Reading, Berkshire. She operates Monday to Friday, all year round.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

