

Childminder Report

Inspection date

28 September 2017

Previous inspection date

12 October 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has taken positive steps to address the actions raised at the last inspection. She effectively evaluates her provision and uses self-evaluation well. She includes the views of parents and children, to identify areas for ongoing improvement that further promote outcomes for children.
- The childminder provides a very engaging learning environment, indoors and outdoors. She understands individual children's learning styles and plans activities she knows they will enjoy and that will help them reach the next stage in their learning.
- Children build strong emotional attachments to the childminder, who creates a warm and homely environment for them. She is kind and caring in her approach and sensitively builds children's self-esteem and confidence. Children's behaviour is good and the childminder supports them to follow simple house rules and share toys with their friends.

It is not yet outstanding because:

- The childminder has yet to make effective use of information on any learning that takes place in the home to complement children's learning in her setting.
- The childminder does not always allow time for children to think about the questions she asks before she provides an answer for them.

What the setting needs to do to improve further

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

- improve ways in which parents can share ongoing information about what children can do at home to fully support a shared approach to their learning
- provide children with sufficient time to think and respond to questions and comments.

Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at a sample of children's assessment folders and records, and a range of other documentation.
- The inspector discussed the process of self-evaluation with the childminder and how she obtains the views of all those who use her provision.
- The inspector and the childminder jointly observed children and discussed the children's development and learning together.
- The inspector spoke to parents and took account of their written views.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do to protect children's welfare and to keep them safe from harm. This includes up-to-date knowledge of wider safeguarding matters. The childminder supervises children at all times and helps them to learn about safety. She takes positive steps to develop her skills and knowledge. For example, the childminder attends a wide variety of training and works closely with other professionals, such as the local authority, to build further on her skills. The childminder effectively monitors children's progress and swiftly addresses any delays in children's learning. For example, she works successfully in partnership with parents and other professionals to support consistency.

Quality of teaching, learning and assessment is good

The childminder effectively supports children's communication and language skills. For instance, she speaks clearly and repeats words back to them to help their pronunciation and confidence. She embraces children's love of music and together they sing favourite songs and rhymes as they play. The childminder engages the children very well in developing a love for books and reading. Children listen intently to stories and point to objects on the page. The childminder supports children's mathematical development well. For example, she encourages young children to fill up and empty containers of water and helps them learn about concepts, such as 'empty' and 'full'.

Personal development, behaviour and welfare are good

Children have a close attachment to the childminder and show they feel safe and secure in her care. She helps them to develop good levels of confidence and independence through their play. The childminder promotes a positive environment that supports children's individual cultures and backgrounds. For example, they colour in flags from the countries in which they were born and learn how their culture differs from their friends'. Children learn to adopt healthy lifestyles. They benefit from opportunities to play outdoors in the childminder's garden and nearby parks. The childminder provides healthy snacks and children have regular opportunities to cook traditional foods that are representative of their home countries.

Outcomes for children are good

Children, including those who speak English as an additional language, make good progress in relation to their starting points. They concentrate for long periods, maintain their interest and follow simple instructions. Children's mathematical skills are developing well. They count out breadsticks at snack time. They develop a good range of skills for the next stage of their learning, such as nursery or school.

Setting details

Unique reference number	EY301125
Local authority	Reading
Inspection number	1107614
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	12 October 2016
Telephone number	

The childminder registered in 2005. She lives in Reading, Berkshire and provides care on Monday to Thursday from 8am to 6pm, and operates her service all year round. The childminder holds a relevant early years qualification at level 3.

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