

# Childminder Report

**Inspection date**

14 November 2017

Previous inspection date

16 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 plans a range of activities based on children's interests. Children make choices from a good range of resources and play materials. They engage, concentrate and learn new skills during their play.
- Children's behaviour is good. The childminder acts as a good role model and sets clear boundaries for behaviour. She supports children well in resolving minor conflicts. For instance, she reminds them to take turns and share as they play.
- Partnerships with parents are good. The childminder gives them daily feedback and keeps them fully involved in their children's progress, to help provide continuity in children's care and learning.
- Children develop the skills that prepare them well for their future learning, including pre-school and school. For example, they complete routine tasks independently and are enthusiastic to learn.

**It is not yet outstanding because:**

- Assessments of children's learning are not always accurate enough to help gain a better understanding of the individual needs of children, and plan for what children need to learn next.
- The childminder occasionally misses opportunities for children to learn about leading healthy lifestyles and making healthy food choices.

## What the setting needs to do to improve further

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

- use assessment information more precisely to help gain a better knowledge of the individual needs of children, and plan more effectively for what children need to learn next
- enhance opportunities for children to learn about leading healthy lifestyles and making healthy food choices.

### Inspection activities

- The inspector observed the interactions between the childminder and the children, and considered the impact this has on their learning.
- The inspector viewed documents, such as the childminder's paediatric first-aid certificate and public liability insurance.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector viewed the areas of the home used by children.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends regular training and has a secure knowledge of the signs that a child may be at risk. She is conscientious about the safety of children and knows what to do if she has any concerns about a child's well-being. The childminder evaluates her practice well and seeks the views of others, such as parents and children, to help make positive changes to her provision. She works well with other professionals, such as other childminders. The childminder regularly meets with them and shares ideas for activities. This helps to sharpen her teaching skills. The childminder places a good emphasis on her professional development. She completes courses and reads information to keep her knowledge up to date.

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

The childminder has a good understanding of how children learn. She places an emphasis on helping children's language and communication skills develop. For example, as children play, she introduces new words and encourages young children to repeat these. Older children show good skills in predicting what will happen next in a story. The childminder uses everyday experiences to help support children's understanding of counting and measurement. For example, they count how many monkeys there are in a song and compare the weights of objects as they play. The childminder extends children's interests skilfully. Children demonstrate good skills in moving and handling objects. For example, they become engrossed in using tweezers to pick up pasta and expertly move it from one container to another.

### Personal development, behaviour and welfare are good

The childminder and her home are warm and welcoming. During activities, she gives children plenty of praise and encourages them to complete tasks. Children are happy, motivated and show good levels of emotional well-being. The childminder places a good focus on helping children to build positive relationships and to value others. For example, she provides activities, such as exploring different cultures and celebrations, to help children learn about the similarities and differences between themselves and others.

### Outcomes for children are good

Children make good progress from their starting points. They treat each other with kindness and respect. For example, they happily play alongside each other and become engrossed in role play. They show high levels of self-confidence in speaking and listening to others. Older children learn to recognise their names. They show a good understanding of the use of numbers for everyday activities.

## Setting details

<b>Unique reference number</b>	EY321026
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1070746
<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>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	

The childminder was registered in 2005. She lives, in Lower Earley, near Reading in Berkshire. The childminder provides care on Monday to Friday, from 7.30am to 6pm, for most of the year. She is in receipt of free early years education funding for children aged three years.

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