

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 22 November 2017 |
| Previous inspection date | 6 March 2015     |

| <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 has a good understanding of how to support young children's learning. She plans exciting and challenging activities that successfully help children work towards the next steps in their learning and make good progress overall.
- Partnerships with parents are strong and purposeful. The childminder regularly shares assessments of children's learning with parents and invites them to contribute with ideas from home to promote consistency in learning. Parents speak very positively about this friendly and dedicated childminder.
- The childminder effectively supports children's emotional well-being and is respectful of the individual needs and home routines of the young children she cares for. She is a calm, patient role model who effectively supports children's understanding of good behaviour. She successfully helps children learn to care and respect others.
- The childminder reflects well on her practice and successfully identifies areas for further development. She seeks the opinions of children and parents and is very responsive to making changes to benefit the needs of her families.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities to help children who prefer to learn outdoors, to extend their learning and skills further.

## What the setting needs to do to improve further

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

- extend opportunities for children to learn outside, particularly for those who prefer to learn outdoors.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding purposes.
- The inspector looked at a range of documentation, including accident and incident records and records of attendance.
- 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 a parent and took account of her views.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of when to report on a concern about a child's safety or well-being. She effectively uses risk assessments to identify and minimise potential hazards and keeps her home safe for young children. The childminder monitors children's progress well. She swiftly identifies any gaps in their learning and works in effective partnership with others to improve outcomes for children. The childminder completes regular training to build on her skills and knowledge, and uses this very effectively to review her practice. For example, the childminder now places more focus on 'in the moment' planning of activities after completing further training on meeting young children's learning needs. This successfully supports children making their own choices and leading their own play.

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

The childminder creates a highly stimulating environment indoors, where young children can investigate and be active. She engages very positively with children during their play and supports them to develop their confidence and try new experiences. For example, the childminder places colourful lights in a cosy den, enticing babies to move and explore on their own and to develop their crawling skills. She promotes young children's communication skills well. For example, she uses very clear language and lots of repetition as they read stories together. The childminder makes effective use of puppets during song time, which helps supports the children to make connections between the actions and the rhyme.

### Personal development, behaviour and welfare are good

Young children settle quickly and form close emotional attachments with the childminder, who is kind and very responsive to their needs. The childminder supports babies to develop their early walking skills and to build confidence in new situations. For example, she takes them to soft-play centres and local community groups to socialise with other children. Children benefit from healthy snacks and learn to manage their own personal hygiene from a young age. The childminder supports children's independence. For example, she gently encourages young children to feed themselves at mealtimes and help themselves to drinks when they are thirsty.

### Outcomes for children are good

Children make good progress from what they know and can already do when they first start at the setting. They show they feel safe and secure in the childminder's care. Babies are inquisitive learners who are confident to make their own choices and explore the play spaces. They show delight as toys light up and play music in response to their actions. Babies develop their physical skills indoors, such as crawling, and confidently use resources to pull themselves up to stand.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY248927  |
| <b>Local authority</b>             | West Berkshire (Newbury)  |
| <b>Inspection number</b>           | 1091592   |
| <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 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 6 March 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2003. She lives in Thatcham, Berkshire. The childminder works Monday to Friday, for most of the year.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

