

# Childminder Report

**Inspection date**

13 December 2017

Previous inspection date

11 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is a caring role model, who provides a welcoming, stimulating and challenging learning environment to children. She interacts well and effectively promotes children to be engaged in their play.
- The childminder uses her policies, procedures and risk assessments efficiently in order to support children's health, safety and well-being. She has been particularly mindful during the time that renovations have taken place in her home to keep children safe.
- The childminder knows the children well. She has made great strides in her practice since her last inspection and, for example, has a good understanding of children's starting points. She is better able to monitor their progress. The childminder plans well for children's next steps. All children make good progress in their development.
- Children behave very well. They understand the expectations and routines of the day. Children settle well and babies show emotional security in their childminder's care. All children have warm bonds with her.

### It is not yet outstanding because:

- Sometimes, the childminder misses chances to enhance older children's learning to broaden their developing interests in mathematics and literacy.
- The childminder does not always make the most of opportunities to extend how babies use and develop physical skills during everyday play through their emerging interests.

## What the setting needs to do to improve further

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

- enhance the opportunities for older children to broaden their learning and extend their emerging interests for literacy and mathematical understanding on a more regular basis
- extend activities and play that encourage the development of even more physical skills for the youngest children, on a regular basis.

### Inspection activities

- The inspector observed the childminder interacting with children as they played.
- The inspector was provided with a tour of the home and discussed with the childminder the arrangements to keep children safe during building renovations at the home.
- The inspector spoke with the childminder about how she has reviewed her practice and improved the outcomes for children.
- The inspector discussed with the childminder how she plans for children's learning, and her aims for activities.
- The inspector sampled the childminder's documentation and children's records. She took account of the views of parents from their written comments.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a clear understanding of her role. Since her last inspection, she has evaluated her practice well and made improvements. For example, she has taken guidance from her local authority to support a greater awareness of making assessments of children's progress. She has renewed her paediatric first-aid training to ensure she is equipped with skills should any medical emergency arise. In updating her knowledge on a regular basis, the childminder is proactive in seeking the support of other professional colleagues, and states she feels more confident in all aspects of her care. Safeguarding is effective. The childminder is confident in all aspects of child protection. She understands how to protect the children she cares for. Parents are positive about the care their children receive. They state, for example, that children's speech is improving at an 'incredible rate' and that they are well informed about the progress their child makes. Partnerships with others sharing the care of children are well established, enabling the childminder to offer consistency for the care and learning children receive elsewhere.

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

The childminder offers a well-resourced environment that supports children's learning well. She interacts warmly and confidently, and demonstrates a clear understanding of children interests. The childminder has effectively adapted her systems that enable her to monitor children's achievements. The childminder is skilful overall when extending children's play, for example, by using effective questions, explanations and praise. For instance, as older children explore with construction blocks she demonstrates the concepts of pull and push and explains clearly the word arch to fully support the new words children learn in their developing language and communication.

### Personal development, behaviour and welfare are good

The childminder is supportive of children's independence. For example, older children receive praise when conducting self-care routines. Babies sleep according to their individual needs and all children are encouraged to play contently alongside each other. The childminder encourages children to understand each other's differences, particularly in relation to their ages and stages of development and helping them understand what each other can do. The childminder takes children on regular outings away from the home to support their socialisation skills and play with other children.

### Outcomes for children are good

Children are eager to take part in their activities. Older children thoroughly enjoy their play and show a developing curiosity and ability to think with a critical mind. For example, they work out differences in their toys, naming some as wooden and others as plastic. They confidently use language, such as when they name different vehicles during role play, for instance, naming a camper van, a recovery truck and a rocket. Babies are confident to practise walking with the childminder. They play contently together exploring technology toys that help them listen to different sounds, post balls and push knobs and pull buttons. Children show readiness for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	148377
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1107470
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 January 2017
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Lower Earley, Berkshire. The childminder works Monday to Thursday for most weeks of the year.

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