

# Childminder Report

**Inspection date**

28 February 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 promotes children's emotional development well. The childminder is kind, caring and friendly. Children form positive relationships with her and demonstrate that they feel secure and safe in her care. They develop a good sense of self-esteem and belonging.
- All children make good progress in their learning and development. The childminder effectively monitors the progress made by each child. She quickly identifies any gaps in learning and supports children effectively, so they catch up with their peers.
- The childminder builds effective relationships with parents and keeps them well informed about the activities their children enjoy. She actively encourages parents to share information about their children's interests at home.
- The childminder shows a strong drive to provide high-quality care and good learning opportunities. She and her assistant share an enthusiasm and commitment to ensure children achieve and are well prepared for school.

### It is not yet outstanding because:

- On occasions, the childminder does not give quieter and less confident children the time that they need to respond to questions and extend their problem-solving skills.
- The childminder has not fully considered ways to review her assistant's ongoing performance and professional development, to raise the good quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- give quieter and less confident children more time to respond to questions, use their problem-solving skills and check their understanding
- review the effectiveness of the assistant's practice and their continual professional development to identify suitable opportunities to help improve practice and children's outcomes further.

### Inspection activities

- The inspector carried out a joint observation with the childminder. She discussed learning activities, and assessed the quality and impact of teaching on the children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living and working in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has robust procedures to follow if she has any concerns about a child's welfare and is aware of her responsibilities to protect children. The childminder supervises children at all times and minimises risks in her home and garden. The childminder reviews her provision to identify further areas for improvement. Overall, she supervises the role of her assistant well to ensure the well-being and safety of the children in her care. The childminder makes the most of professional development opportunities to improve her knowledge and skills. She actively researches information and regularly attends training to keep up to date with changes.

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

The childminder observes and assesses children's abilities. She plans for the next steps in their learning and provides activities that meet children's individual learning needs. The childminder supports children's mathematical development well. For example, she encourages children in their play to match the numbers on toy cars with allocated numbered parking spaces. The childminder praises children and provides them with lots of encouragement as they learn, promoting their confidence well. Children enjoy exploring the activities available. For example, they relish in the wide range of sensory materials and tools arranged in a tray. All children make good progress in their communication skills. The childminder offers good support as older children begin to put words together and make themselves understood. She models words for younger children and encourages them to recognise objects in the play environment.

### Personal development, behaviour and welfare are good

The childminder and her assistant form strong relationships with the children. The childminder organises outings to play sessions where children develop good social skills and build friendships. Children behave well. Children benefit from plenty of fresh air and exercise. They enjoy playing in the garden and visiting the local parks, which promotes their physical well-being and their knowledge of the world around them. The childminder organises care routines effectively and teaches children about the importance of healthy lifestyles. The childminder provides children with resources that reflect people's differences and they learn about various festivals, which helps to support respect and positive attitudes.

### Outcomes for children are good

Children are curious about the world around them. They are eager to learn and respond well to praise and encouragement. Children listen and follow instructions. They enjoy listening to music, stories and learn rhymes and songs. They gain secure skills in readiness for school and their future learning.

## Setting details

<b>Unique reference number</b>	EY495401
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1033630
<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>	1 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Thatcham, on the outskirts of Newbury, Berkshire. She offers care five days a week, from 8am to 6pm all year round, except for family holidays and Christmas. The childminder occasionally works with an assistant.

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