

# Childminder Report

**Inspection date**

16 April 2018

Previous inspection date

18 November 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**

- Children are settled. The childminder is sensitive to children's individual needs and adapts the routine as necessary to meet their care needs well.
- The childminder monitors children's progress well. She identifies gaps in learning and plans additional activities to help children catch up quickly.
- Children successfully lead a healthy lifestyle. They enjoy nutritious meals and snacks, and have plenty of opportunities for fresh air and exercise.
- The childminder evaluates her practice well. For example, after activities she reflects on the effectiveness of these and the impact they have on children's learning, to enable her to plan further activities to help them progress.
- Children are encouraged to try activities, including those that they find a little challenging. They show high levels of self-confidence and emotional well-being.
- Children learn the skills that will help them in the future, including starting school. For example, they demonstrate confidence in speaking and listening, and treat each other with kindness and respect.

**It is not yet outstanding because:**

- During some activities, the childminder misses opportunities to build on children's interests to help them think critically and find answers for themselves.
- The childminder does not seek the views of parents regularly to help her to identify further areas for improvement within her setting.

## What the setting needs to do to improve further

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

- continue to build on children's problem-solving skills, to help them to think critically and find the answers to why things happen
- review the systems used to involve parents in the self-evaluation, to help to identify areas for development and continually drive for improvement.

### Inspection activities

- The inspector observed the interactions between the childminder and children, and considered the impact this has on their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector discussed with the childminder how she keeps the children in her care safe.
- The inspector viewed documents, including the childminder's paediatric first-aid certificate and public liability insurance.
- 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 relevant training on child protection to help keep her knowledge up to date. She regularly updates her assistant on changes in legislation by sharing information with him. She has positive relationships with parents, which helps her to meet children's care needs well. The childminder keeps her skills up to date. For example, she has attended a range of courses, and has links with other childminders. They regularly meet and share information, which helps to sharpen her teaching skills. The childminder has good partnerships with other settings that children attend, such as pre-schools. They work closely together to offer support and share information about children's progress and learning.

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

The childminder regularly completes observations and assessments of children's learning to identify what they can already do, and plans additional activities to support their learning further. During everyday activities she helps children to use numbers and counting. For instance, during mealtimes she asks them to count how many pieces of banana they have and how many more they will need to make five. Children demonstrate an understanding of addition and know that if they have two and they add three more they have five altogether. Children enjoy outdoor play and become involved in a variety of activities. For example, they enjoy throwing and catching a soft toy and demonstrate good skills in handling objects. Toddlers confidently use equipment to pull and push around the garden.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder acts as a positive role model and sets clear boundaries for behaviour. She supports children well in resolving conflict. For example, when two children have a minor disagreement over toys she helps them to share and find a solution. Children are happy and content, and respond well to her positive approach. She is conscientious about keeping children safe. She regularly checks the environment and resources to make sure they are suitable for children to use.

### Outcomes for children are good

All children make good progress from their individual starting points. They engage in activities to develop early literacy skills. For example, they practise writing their names and recognising individual letters. Toddlers are inquisitive and show pleasure, such as when looking at books and exploring the outdoors. Older children complete simple tasks, such as independently managing their personal care routines. Pre-school children persevere with tasks and show pleasure when they complete activities.

## Setting details

<b>Unique reference number</b>	EY152389
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1128443
<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>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 November 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Lower Earley, near Reading, Berkshire. Her provision operates Monday to Friday from 7.30am to 6pm, for most of the year. On occasion she works with an assistant. The childminder receives funding to provide free early education for children aged three and four years.

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Piccadilly Gate  
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Manchester  
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