

# Childminder Report

**Inspection date**

21 May 2018

Previous inspection date

4 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

- The childminder makes good use of training and development opportunities to continually improve her skills. For example, she is using knowledge from attending recent training, to help children understand about their own feelings and emotions.
- The childminder has high-quality resources and equipment that are age-appropriate and interesting. Children confidently explore the environment and enthusiastically make independent choices in their play.
- The childminder settles children in sensitively and carefully when they first start attending. She develops warm, caring and trusting relationships with children and they are happy, secure and settle well in her care.
- The childminder uses assessments effectively to identify any gaps in children's learning. It also enables her to know what children need to learn next to help them move on in their learning and development. Children are making good progress in their learning and development. They are gaining the skills they will need to start school.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to introduce children to mathematical ideas, in particular to build their awareness of shapes, space and measurement.
- Occasionally, the childminder does not use questioning to help children think of their own solutions and ideas.

## What the setting needs to do to improve further

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

- help children to build on their awareness and understanding of shape, space and measurement
- build on the already good use of questioning and allow children more opportunities to process their own ideas and solutions during their play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through direct conversation and reading the written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation, including the suitability of her assistant.
- The inspector spoke to children during the inspection.
- The inspector and the childminder jointly observed and evaluated the effectiveness of an activity together.

### Inspector

Hazel Farrant

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to safeguard and protect children from harm. She updates her child protection training and has a thorough understanding of what she would do if she had a concern about a child's welfare. The childminder works closely with parents so that they can contribute and continue their child's learning at home. She regularly reflects on her practice and identifies clear areas to develop, and gathers the views of parents and children as part of the process. The childminder occasionally works with an assistant. She checks that they are suitable to work with children and closely monitors their performance to ensure that they know and follow her procedures. This positively supports children's safety.

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

The childminder supports children's communication and language effectively. When reading a familiar story, she asks children questions about the characters and asks them to point to different people and items within the book. She makes the story interactive and interesting for children. For instance, children use props confidently to animate the characters. The childminder provides plenty of opportunities for singing and models language effectively. She helps children to become independent. For example, children eagerly try to put on their own outdoor shoes. They learn that they need to pull the strap across first before trying to wriggle their foot inside.

### Personal development, behaviour and welfare are good

The childminder knows the children and their families very well and follows children's individual care routines carefully. For example, when young children show signs of tiredness, the childminder gives them the opportunity to have a nap or rest. Children are confident and have a secure sense of belonging. They have good opportunities to help develop their social skills during regular visits to various play groups and soft-play centres within the local community. The childminder offers plenty of opportunities for children to play physically and with vigour and energy.

### Outcomes for children are good

Children persevere with tasks and are motivated to learn. Children demonstrate that they are developing a good awareness of numbers. For instance, older children recite numbers up to 10, and young children use number names spontaneously during their play. Children's behaviour is good, they are kind to one another and develop strong friendships. They are developing a growing understanding of how to keep themselves safe and make healthy choices.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY277084  |
| <b>Local authority</b>             | Wokingham   |
| <b>Inspection number</b>           | 1128944   |
| <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>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 4 November 2015   |
| <b>Telephone number</b>            |   |

The childminder registered in 2003 and lives in Lower Earley, near Reading, Berkshire. The childminder's provision operates from Monday to Friday for most of the year. She occasionally works with an assistant.

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Piccadilly Gate  
Store St  
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