

Childminder Report

Inspection date

23 May 2018

Previous inspection date

10 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 is experienced. She has developed her knowledge through many years of practice. She understands how young children learn and provides age-appropriate, interesting activities. Children make good progress in their learning from their individual starting points.
- Children are happy and settle quickly. They form secure emotional bonds with the childminder.
- The childminder completes regular observations of children's achievements and reviews their ongoing progress. Careful monitoring helps the childminder to quickly identify gaps in learning. It also helps her to know what children need to learn next so that she can plan appropriate activities and experiences.

It is not yet outstanding because:

- The childminder has not informed Ofsted of a change of household members, which is a breach of a legal requirement. However, the childminder has taken relevant action to reduce the risk to children.
- Very occasionally, the childminder does not encourage children to think for themselves or to help them to develop their early writing skills.

What the setting needs to do to improve further

To meet the requirements of the Childcare Register the provider must:

Due Date

- inform Ofsted of all changes to members of the household, to enable all suitability checks to be completed on adults aged 16 years and over. 23/06/2018

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

- develop children's thinking skills even further and encourage them to try out their own ideas
- extend opportunities for children to practise their early writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents by reading the written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at a selection of relevant documentation.
- 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

The childminder has not informed Ofsted of a change of household members aged over 16 years, which is a legal requirement. The unchecked household member holds an enhanced Disclosure and Barring Service check for their current job role. All necessary suitability checks are now in progress through Ofsted. Children do not have contact with household members who are unchecked. As a result, the risk to children is minimal. Safeguarding is effective. The childminder understands her responsibility to identify and report safeguarding concerns. She keeps herself up to date with childcare practices. For example, she meets regularly with other childminding professionals and attends training facilitated by the local authority. The childminder shares developmental information with parents regularly so that they know how to support children's learning at home. Partnerships with schools children attend are secure. The childminder shares regular information about children's needs to help promote continuity. The childminder gathers the views of parents to guide her self-evaluation.

Quality of teaching, learning and assessment is good

Overall, the childminder is skilled in providing shared play experiences that help support the developmental stages of different children. However, very occasionally, the childminder does not encourage children to make their own discoveries during their play. The childminder engages in role play with children, providing a narrative and using new vocabulary. For example, she encourages children to waddle around like a duck, using 'flippy floppy feet'. Children excitedly join in and repeat the rhyming words back to the childminder. This promotes children's creativity, communication and language skills effectively. The childminder supports children's understanding of mathematical concepts, for example, through singing number songs and nursery rhymes.

Personal development, behaviour and welfare are good

The childminder gains necessary information from parents so that she can meet children's individual needs well. Children demonstrate friendly behaviour, and they share and take turns in their play with gentle guidance. The childminder supports children's developing understanding of healthy lifestyles. For example, she provides healthy foods and ensures children play outside daily in the fresh air.

Outcomes for children are good

Children acquire good skills for starting school. For example, they independently access reading materials and show interest in books. However, access to mark-making materials is not so readily available to support children's literacy development fully. Children are motivated to learn, they confidently cut up fruit ready for their snack and persevere trying to put on their own footwear.

Setting details

Unique reference number	159080
Local authority	Wokingham
Inspection number	1127289
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 November 2015
Telephone number	

The childminder registered in 2001. She lives in Woodley, Reading. She operates her service from Monday to Friday, all year round.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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