

Childminder report

Inspection date	21 November 2018
Previous inspection date	29 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children have good relationships with the childminder. They are confident to explore in the secure and safe environment.
- The childminder supports children's learning well. She encourages children to solve problems and persevere when completing difficult tasks, such as challenging puzzles.
- Children make good progress from their starting points in learning. They show a clear motivation to learn and focus well on self-chosen activities. For example, they show a great interest in books, and carefully turn pages and predict what might happen next.
- The childminder successfully evaluates her practice. She seeks the views of parents and other professionals, including other childminders, to help to develop her provision further and drive for continual improvement.
- Children have a good understanding of the world in which they live and the things they see within it. For example, they talk about seeing a crane on a building site and hold their arms up high to demonstrate that a crane reaches high up into the sky.

It is not yet outstanding because:

- The childminder does not consistently encourage younger children to develop their early speaking skills as well as she supports the older children.
- During adult-led activities, the childminder does not always allow children to make independent choices of how to do things.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to practise and to develop their early speaking skills
- encourage children to make choices on how to do things to help to develop their own thoughts and ideas.

Inspection activities

- The inspector observed, listen to and talked with children as they played indoors.
- The inspector looked at children's records, how the childminder monitors their progress and the information shared with parents.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder provides a welcoming and well-resourced learning environment to support children's ongoing development. She monitors children's progress to help identify any emerging gaps in their learning. The childminder plans activities to help children to catch up in their development. The arrangements for safeguarding are effective. The childminder has completed recent training to help her to recognise signs a child may be at risk of harm, and to respond appropriately to any concerns she may have regarding the well-being of children in her care. She plans an effective programme of professional development and has completed online training to strengthen her teaching skills. Successful relationships with parents and other settings that children attend help the childminder to share valuable information and provide continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Regular assessments of children's learning enable the childminder to identify children's next steps in learning and plan activities based on their interests. Children become engrossed in their play. The childminder uses children's interests to help develop their learning further. For example, when children talk about emergency vehicles, she encourages them to recall their past experiences. The childminder encourages children to name the different types of vehicles they have seen and the sounds that they make. She successfully promotes children's use of numbers and counting during everyday experiences. For example, children sing counting rhymes and count the number blocks they can stack to make a tower. Children delight in knocking the tower over and then carefully build it back up again.

Personal development, behaviour and welfare are good

The childminder places a good focus on helping children to settle and build strong emotional attachments. Children are happy and show high levels of emotional well-being. The childminder acts as a good role model and provides clear guidance for children. For instance, she teaches children basic rules, including respecting others and the resources, and using manners, to help them to behave in a positive way. Children benefit from an abundance of opportunities that encourages them to lead a healthy lifestyle. The childminder encourages children to follow good hygiene routines and provides regular outings to parks to enable children to benefit from fresh air and exercise.

Outcomes for children are good

Children develop the skills they need for the next stage in their learning, including pre-school and school. They follow basic instructions, complete simple tasks and play well alongside other children. Children build on their creative skills. For instance, they use crayons to draw and colour pictures of crocodiles. Children have an increasing ability to concentrate well and take responsibility for completing simple tasks, such as helping to tidy the toys.

Setting details

Unique reference number	117002
Local authority	Reading
Inspection number	10060478
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 September 2015

The childminder registered in 1997. She lives in Whitley Wood, Reading. The childminder operates her service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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