

# Childminder report

<b>Inspection date</b>	28 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- The childminder and her assistant work effectively in partnership with parents and regularly exchange information about children. Parents are complimentary about the service the childminder provides.
- Overall, children make good progress and are keen to learn. The childminder enhances children's learning experiences with enjoyable challenges and good-quality teaching.
- Children learn about the wider world. They spend time in the childminder's garden and regularly go on outings to the local parks. This helps children to develop positive attitudes towards their wider community.
- The childminder and her assistant support children's emotional understanding effectively. Children consider expressions for different feelings and show genuine respect and kindness towards others.
- 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.
- Information from assessments is not consistently used to sharpen the focus of plans for individual children's next steps in learning and increase the potential for them to make more rapid progress in their learning.
- The childminder does not monitor her assistant's performance to help identify ways to enhance the quality of teaching and children's outcomes.

## What the setting needs to do to improve further

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

- use information from assessments to focus more precisely on children's individual steps in learning to help them make progress at a faster rate
- review the effectiveness of staff performance and their ongoing training and development needs more robustly, to identify suitable opportunities to help improve practice and children's outcomes further.

### Inspection activities

- The inspector observed activities and reviewed the childminder and her assistant's quality of teaching. She jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and adults working on the premises. She also viewed children's records and discussed the childminder's policies.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- 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 leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a secure understanding of their role in keeping children safe from harm. They know the procedures to follow if they have any concerns about a child's welfare. 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 manages the role of her assistant to ensure the well-being and safety of the children in her care. The childminder makes good use of personal research and training opportunities. For example, she has recently identified ways to enhance the support for children's emerging language skills. Children experience good continuity in their learning and achievement across the setting and their home.

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

Overall, the childminder observes and assesses children's progress. The childminder and her assistant follow children's interests and preferences to support their progress and further their development. They interact purposefully with children and sit at their level, so they can explain activities to them. Older children focus well as they identify different colours and use a range of tools to mould and shape play dough. The childminder asks meaningful questions that encourage children to think and respond for themselves. She supports children's language development well. For instance, children enjoy listening to familiar stories and learn rhymes and songs. The childminder offers good support as children begin to put words together and make themselves understood. She models words for children and encourages them to recognise objects in their play environment. Younger children are well supported as they start to develop their walking skills and extend their mobility.

### Personal development, behaviour and welfare are good

The childminder and her assistant promote good behaviour with the children. They are effective role models and children readily approach them for reassurance. Children demonstrate that they feel emotionally secure in the setting, through their interactions with adults and each other. Children sleep in safety and are continually monitored. Children are supported to play well alongside each other to prepare them for cooperative play and sharing. The childminder has high but appropriate expectations for children's behaviour and uses effective strategies to which children respond well. For example, the childminder provides children with individual achievement charts to help support children's confidence and motivation to try and to achieve. Children show a strong sense of belonging in the childminder's care.

### Outcomes for children are good

All children make good progress. They develop the knowledge and skills they need to help them to make a successful start to the next stages of their education. Children are motivated to learn. They are curious, keen to explore and follow their own play ideas. They are beginning to make links in their learning and develop their communication and language skills. Older children confidently express what they need. Children extend their physical skills and learn how to accommodate the needs of each other as they play.

## Setting details

<b>Unique reference number</b>	EY501598
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10057186
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives in Newbury, Berkshire. The childminder offers care for children on Monday to Friday from 7:30am to 6pm, all year round. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate  
Store Street  
Manchester  
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