

Childminder report

Inspection date	29 November 2018
Previous inspection date	14 November 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder uses her experience and knowledge of her role to plan a highly stimulating environment for children. Children are very motivated to play and are very eager to join in with their activities. From a young age, they demonstrate secure emotional bonds and are confident in social situations. For example, children look through their learning journals with the childminder, contently recalling with interest, what they are doing, where and who with.
- The childminder knows the children well. She demonstrates a very good understanding of their starting points and ongoing achievements. She interacts warmly and plans effectively for children's next steps. Children make good progress.
- Children demonstrate exceptionally positive behaviour at all times. They show high levels of motivation to learn and are respectful to their toys and to the childminder. The childminder is very supportive of helping children learn about the wider world. For example, children go on outings within the local community, to support their understanding about difference and similarities of others.
- Partnerships with others sharing the care of children are well established. The childminder is proactive to share information about children's learning to ensure consistency for their care and development. Partnerships with parents are positive. Parents are contributing to children's observations and assessments. They are keen to build on the learning their children receive at the setting.
- The childminder uses her risk assessments, policies and procedures effectively to support children's health, safety and well-being.
- Although the childminder has made improvements to her outdoor environment, she sometimes misses opportunities to build even greater experiences in this area for children's learning.

What the setting needs to do to improve further

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

- enhance the opportunities for further learning, using the outdoors as a resource, to promote even better outcomes for children.

Inspection activities

- The inspector observed the childminder interacting with children during play activities indoors and outdoors.
- The inspector spoke with the childminder about her aims for activities and how she plans for children's learning.
- The inspector spoke with children present and read written feedback from parents.
- The inspector spoke with the childminder about how she updates her skills and knowledge and how she evaluates the quality of her practice.
- The inspector sampled the childminder's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good understanding of her role. She keeps her skills updated regularly. For example, she confidently states that training to support her for identifying and working alongside parents for children needing additional support was very helpful for her practice. Safeguarding is effective. The childminder has a secure knowledge of all aspects of safeguarding matters. She knows how to protect children in her care. Parents are happy about the care their children receive. They state passionately that their children's language is improving all the time. They add their children love attending and have 'secure attachments' with the childminder.

Quality of teaching, learning and assessment is good

The childminder interacts with children very well. Her confident teaching manner enables children to engage, maintain interest and be motivated to learn. For example, the childminder proactively gives children clues to identify shapes in the environment and draws these on large-scale paper for children to copy. She is encouraging of children's confidence. For example, she gives praise as they sing rhymes without her and remember the actions. She supports mathematical reasoning by enhancing children's awareness of number as she asks, for example, 'and two more is?'. The childminder is currently reviewing her effective systems for monitoring children's progress, to ensure more robust practice. She makes focused observations and assessments of children's achievements, which she shares regularly with parents.

Personal development, behaviour and welfare are outstanding

The childminder is highly supportive of children's self-care and hygiene. For example, children demonstrate they are extremely familiar with hand washing routines from a very early age. They understand the importance of drinking water to replenish their thirst. They use kind language, for instance, saying 'please' and 'thank you' as they explain that they 'like tomatoes best'. The enthusiastic childminder helps children to be well prepared for the next stages of their learning. She is highly supportive and encouraging of children to try new things and develop confidence and independence. For example, young children are incredibly willing to attempt more complex puzzles, such as those that promote learning about opposites. Children listen intently to the childminder's verbal and non-verbal clues as they fit the matching pieces.

Outcomes for children are good

Children show readiness for the next stages of their learning. They are happy and enjoy a broad range of activities and play. Children develop mathematical awareness as they match cards to the corresponding opposite, such as 'happy' and 'sad' or 'heavy' and 'light'. They demonstrate they understand the context of the differences. Children enjoy role play as they pretend to cook. They use language well as they identify a variety of toy fruits and vegetables. Children experience technology toys, such as the electronic key board. They broaden their communication and speech as they sing favourite songs. As children build towers with blocks, they work out for themselves that the tower is 'wobbly' and what they might do to make it 'steady' as they develop their independent thinking skills.

Setting details

Unique reference number	116912
Local authority	Reading
Inspection number	10060525
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 November 2014

The childminder registered in 1993 and lives in Caversham, Reading. She operates Monday to Thursday for most weeks of the year.

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