

# Childminder report

<b>Inspection date</b>	6 December 2018
Previous inspection date	10 December 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 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 knowledgeable about how to protect children and keep them safe. For example, she is aware of the correct procedures to follow in the event of children having an accident while in her care, including the importance of notifying parents.
- Children are happy and settled. The childminder is sensitive to their individual needs and adapts routines as necessary to meet their care needs well.
- The childminder makes good use of information sharing with parents and routinely communicates with them about what children are learning. This provides continuity and enables parents to extend the learning at home.
- Children learn a good range of skills that will help them in their future, including at pre-school and school. They happily choose what they want to play with and show high levels of imagination. For example, they have lots of fun as they pretend to prepare meals in the play kitchen.
- The childminder works well with other professionals to help sharpen her teaching skills. For example, she attends network meetings, has links with other childminders and reads professional magazines to gain ideas.
- The childminder does not track children's overall learning robustly enough to help to identify and plan for less obvious gaps in their development.
- The childminder does not always make the best use of opportunities that arise during toddler's self-chosen play to support their 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 assessments of children's learning to help identify and plan for less obvious gaps in their development
- support toddlers more effectively during their self-chosen play to make the most of all opportunities that arise to build on their learning.

### Inspection activities

- The inspector viewed relevant documentation, including evidence of paediatric first-aid training and public liability insurance.
- The inspector observed the interactions between the childminder and children, and considered the impact on their learning.
- The inspector viewed the areas of the home used by children.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children, and how she monitors their learning and development.
- The inspector discussed the self-evaluation process with the childminder.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant attend relevant training on child protection to keep their knowledge up to date. They demonstrate a good understanding of the signs that might indicate a child is at risk. They know the correct procedure to follow if they have a concern. The childminder supports her assistant well and they have regular discussions about children's care and learning needs and reflect on how they can develop their practice further to improve outcomes for children.

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

The childminder has a good understanding of how children develop. She regularly observes them and gets to know them well. She uses children's interests to help complement their learning. For example, as children play with shape sorters, she asks them to identify the different shapes and colours that they see. She enhances children's understanding of measurements. For example, when children build towers using bricks, she talks to them about how tall the tower has become and compares this against their own height. Children's literacy development is supported well. For example, they enjoy listening to favourite stories and know what is going to happen next. Children demonstrate a good understanding of the wider world in which they live and the people within it. For example, when toddlers spot an ambulance parked outside the childminder's home, they make the sound of an emergency vehicle. The childminder uses words, such as 'ambulance' and 'paramedic', to broaden their vocabularies.

### Personal development, behaviour and welfare are good

The childminder provides a wide range of opportunities to support children's physical well-being and good health. Children take part in physical games and activities, such as football in the park, to provide them with regular fresh air. She acts as a good role model and has a caring approach. She offers children gentle guidance and praise to help them to learn to cooperate and understand the boundaries for behaviour. She encourages children to be independent and values children's wish to complete tasks themselves. For example, she encourages them to tidy up and respects when toddlers want to put on their own coats.

### Outcomes for children are good

Children make good progress from their starting points. Toddlers are curious and keen to explore the resources. They have an increasing ability to concentrate well during self-chosen activities and persevere when completing difficult tasks. For example, they focus intently when using a shape sorter and try a variety of ways to sort the shapes until they succeed. They show pleasure in their own achievements, such as smiling and jumping up and down when they successfully complete difficult tasks.

## Setting details

<b>Unique reference number</b>	116913
<b>Local authority</b>	Reading
<b>Inspection number</b>	10065528
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	10 December 2015

The childminder registered in 1995 and lives in Reading, Berkshire. She operates her service with her assistant from Monday to Friday, between 7.30am and 5.30pm, for most of the year. The setting receives funding to provide free early education the children aged two years.

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