

Childminder report

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| Inspection date | 5 December 2018 |
| Previous inspection date | 9 October 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

This provision is good

- Children enjoy lots of individual attention. They have strong attachments to the childminder, who knows them well and meets their individual needs effectively.
- The childminder uses effective communication methods to share information with parents about their children's learning and development. Parents feedback is very positive. They praise the high standards of care provided by the childminder.
- Children make good progress in relation to their starting points. The childminder provides them with a good range of activities and resources. She successfully motivates them and promotes their independence during their play.
- The childminder uses positive strategies to manage children's behaviour. For instance, she has clear rules to help children to understand the types of behaviour that are acceptable, and praises children regularly to reinforce positive behaviour.
- Children eagerly engage in activities to develop early literacy skills. For example, they recognise the beginning sounds of some words and enjoy listening to stories.
- The childminder monitors children's individual progress appropriately. However, she does not consistently scrutinise these enough, to help her to plan challenging activities to build on children's existing skills and knowledge across all areas of learning.
- On occasions, the childminder does not use spontaneous opportunities to support children's early understanding of counting and numbers.

What the setting needs to do to improve further

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

- use assessment information with more effectiveness, to identify and plan challenging activities to support children's learning across all areas of development
- make better use of spontaneous opportunities for children to explore and use numbers and counting in their play to develop their mathematical skills further.

Inspection activities

- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector viewed relevant documentation, including evidence of paediatric first aid training and public liability insurance.
- 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.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant keep their knowledge and skills up to date and have a secure understanding of the procedures to follow if they have concerns about a child's welfare. Regular discussions between the childminder and her assistant enable the childminder to be a good role model. She effectively evaluates her provision to improve practice. For example, since the last inspection, the childminder has provided additional resources to encourage children to be more imaginative in their play. She completes online research, reads professional literature and makes good use of networking opportunities with other professionals to discuss issues and share ideas for activities.

Quality of teaching, learning and assessment is good

The childminder understands how children learn through play. She offers an environment that enhances children's understanding of the world. For instance, she provides factual books alongside resources to help children to understand the similarities and differences in their own heritage and of others cultural backgrounds. She regularly observes children to ensure that they make progress and provides them with motivating activities based on their interests. For example, children enjoy playing with dolls and show high levels of imagination as they use a pretend medical kit and simulate being doctors caring for their make-believe patients.

Personal development, behaviour and welfare are good

The childminder has a good understanding of the importance of keeping children safe. For example, she ensures that the environment is safe and supervises children well. She successfully teaches children how to keep themselves safe. For example, they learn how to use tools safely, such as when cutting out shapes with scissors and follow robust hygiene practices. Children's behaviour is good. The childminder and assistant act as good role models and praise children's good behaviour. Children are happy, well settled and have a positive sense of belonging. The childminder places a good emphasis on teaching children the importance of being physically active. For example, they have regular play in the childminders garden and visit local parks to help develop their physical skills and well-being.

Outcomes for children are good

Children successfully develop skills that will help them in the future. For example, they show confidence in speaking and listening and learn to value and respect others. They have tremendous imaginations and show an understanding of what will happen next in stories. They are confident, eager to learn and keen to find out new things. They show high levels of independence. For instance, they help to tidy the toys and clean the tables before meals. They concentrate well on self-chosen activities and can correctly identify different colours and shapes during their play.

Setting details

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| Unique reference number | EY288978 |
| Local authority | Reading |
| Inspection number | 10065532 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 3 - 3 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Date of previous inspection | 9 October 2015 |

The childminder registered in 2004. She lives in Reading, Berkshire. She has a level 3 qualification in childcare. The childminder works from 7am until 6pm, all year apart from family holidays and bank holidays.

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Piccadilly Gate
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