

Childminder report

Inspection date	7 January 2019
Previous inspection date	16 November 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

- Partnerships with parents are good. Parents speak very highly of the childminder and how the children have become increasingly self-assured since attending her provision.
- Children have good opportunities to learn the importance of leading a healthy lifestyle, including the need for regular exercise, following robust hygiene practices and making healthy food choices.
- The childminder reflects on her own practice and considers the views of other professionals, including other childminders, to help continuously drive improvement.
- Children have good opportunities to extend their knowledge and understanding of the diverse world they live in. For example, they visit local parks and amenities and attend toddler groups to help extend their knowledge of the people who live within the wider community.
- The childminder provides new children with settling-in sessions when they first start. This helps them to become familiar with the childminder and enables her to get to know the child.
- Children gain the skills they need for their future learning and eventual transition to school. For example, they develop a love of books and enjoy sharing stories.
- The childminder does not make full use of the assessments she completes, in order to plan highly stimulating activities to maximise children's progress.
- Occasionally, the childminder offers children solutions to problems in their play before they are able to work things out for themselves and fully extend their critical-thinking skills.

What the setting needs to do to improve further

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

- strengthen the assessments of children's development, to plan highly stimulating activities to maximise their progress in all areas of learning
- give children more opportunities to work things out for themselves and solve problems in their play.

Inspection activities

- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector viewed the areas of the home used by children.
- The inspector considered the comments from parents and took their views into account.
- The inspector observed the interactions between the childminder and children, and the impact on their learning.
- 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 completes regular training and is confident about the signs that may indicate a child is at risk of harm, including from extreme behaviours and views. She successfully helps children to understand how to keep themselves safe. For example, they use age-appropriate apparatus when at the park. The childminder promotes children's learning effectively. She regularly observes children as they play to help identify any gaps in their progress and implement plans to support them to develop further. She works well with parents and other professionals involved in children's care. They regularly share information so that parents feel involved in their children's learning. The childminder is committed to keeping her knowledge and skills up to date. She has made good use of training on children's communication and language and has introduced a language tracker to enable her to monitor this area of development more accurately.

Quality of teaching, learning and assessment is good

The childminder demonstrates a good understanding of how children learn. She interacts well with them and becomes actively involved in their activities. She makes good use of spontaneous opportunities to extend children's learning. For example, as she reads books to children, she introduces simple mathematics, such as counting how many legs they can see on an octopus. The childminder is competent in helping young children to gain communication and language skills. For instance, she provides commentary on what they are doing, models good conversational skills and introduces new vocabulary. Children repeat familiar words and phrases in response to the childminder's positive interactions.

Personal development, behaviour and welfare are good

The childminder is kind, friendly and welcoming. She plays with children at their level and actively participates in their play. Children form close attachments to the childminder and are happy and settled in her care. Children behave well. The childminder is calm and consistent in her approach and gives gentle reminders to help children to learn. They enjoy lots of individual attention and are happy to explore the environment. The childminder effectively supports children's positive behaviour. For instance, she sets clear boundaries and rules, which include respecting each other and the environment. The childminder celebrates children's individual achievements and provides regular and meaningful praise to help children feel good about themselves.

Outcomes for children are good

Children confidently develop skills that prepare them for their next stage in learning. Toddlers are inquisitive and show pleasure, for example, when looking at books and participating in make-believe play. They show good levels of imagination as they represent their own ideas and thoughts when acting out familiar experiences. Children develop well as independent learners and the childminder allows them to take responsibility for simple tasks, such as washing their hands before meals.

Setting details

Unique reference number	EY340379
Local authority	Reading
Inspection number	10065534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 November 2015

The childminder registered in 2006 and lives in Caversham, Berkshire. She operates between 7.30am and 5.30pm, Monday to Friday, for most of the year.

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