

Childminder report

Inspection date	1 March 2019
Previous inspection date	3 February 2016

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

- The childminder is very skilled in monitoring and evaluating children's progress in all areas of their learning and her own provision. She provides an exciting range of learning experiences that she matches well to children's individual age and stage of development. Children are happy, purposefully engaged and make good rates of progress.
- The childminder makes accurate assessments of children's achievements and sets well-judged next steps for their learning. For example, she changes the layout of play areas to encourage children to have a go at new skills. Babies crawl to tempting toys, toddlers have the space to take their first steps and older children easily access toys of their choice.
- The childminder plans highly engaging activities that help children learn to be safe. For example, children chalk out roadways on the patio and the childminder adds child-sized working traffic lights and road signs. Children learn to wait for the green person to light up before crossing over their track. They look for more traffic crossings as they travel through their community.
- Toddlers are curious to experiment with one-handed tools, such as small whisks, spoons and shakers. Older children experiment with chalk, crayons and paintbrushes. They learn to hold and control pencils in good time for school.
- Parents commend the childminder for 'knowing how to get the best out of all the children in her care'. They acknowledge that their children 'are learning very fast' and that she 'has a huge part to play in that'.
- The childminder does not make the most of opportunities to further her understanding of different special educational needs and/or disabilities to minimise the impact on children's overall progress.
- The childminder has not developed opportunities to work with parents to guide their children's safe and measured use of online technology from an early age.

What the setting needs to do to improve further

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

- extend the already good knowledge and skills in special educational needs and/or disabilities to support early interventions and minimise the impact on children's overall progress even further
- share guidance and practical ideas to manage children's measured and appropriate use of technology with parents even more effectively and further enhance continuity in children's care and learning.

Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector reviewed policies and discussed the procedures relating to children's safety and welfare with the childminder.
- The inspector looked at children's records, the childminder's planning and evaluation of activities, and information exchanged with parents.
- The inspector took account of the views of parents in written communication.
- The inspector spoke with the childminder about the impact of her training, experience and practice on children's well-being, learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is well trained in child protection procedures and has a thorough understanding of how to record and report concerns. She places a high priority on using up-to-date, well-informed policies, procedures and daily risk assessments to help keep children safe at her home and on outings. Warm, open and professional partnerships with parents help the childminder to share information quickly and effectively. Parents have clear expectations about the childminder's working practices and she knows a great deal about the children to help them thrive in her care. The childminder uses a variety of ways to share and swap quick updates about the children's activities and more detailed information on their progress. She communicates well with parents and other professionals who work with the children.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She makes good use of her childminding networks and various training opportunities to evaluate and further improve the quality of her practice. For example, she recently secured training and resources to enhance children's play with wooden blocks. Toddlers delight in handling and tapping different shapes together, while older children capture the childminder's enthusiasm for using them to create imaginative worlds. The childminder develops and extends children's understanding and use of new words and phrases particularly well. Children listen intently as she talks to them. They quickly make sense of new vocabulary and ideas. For instance, toddlers learn a wide range of action words that help them to talk about what they are doing. Older children express their fascination with new finds, such as things they discover on outings to museums, ruins, parks and libraries.

Personal development, behaviour and welfare are good

The childminder is very attentive, observant and responsive. Children show they are very secure in her presence and confidently explore the exciting play areas she creates for them. The childminder is tender, sensitive and encouraging with babies. They are affectionate and develop secure emotional attachments to her. The childminder makes very good use of her local community and outdoor spaces to extend children's appreciation of diversity in the world around them and the people in it. Children explore very different parts of the city with the childminder. They enjoy searching for bugs and going on treasure hunts, and they visit public parks, buildings and exhibitions.

Outcomes for children are good

All children make good progress. They are socially and emotionally well prepared for the next stage in their learning. Where children face new challenges, the childminder provides them with stability. Children learn how to manage and express their feelings more effectively. They understand the childminder's clear expectations for their behaviour and take increasing levels of responsibility for their actions. The childminder gives children a solid start in early mathematics. For example, children count and compare numbers, weigh, measure and sort toys into categories.

Setting details

Unique reference number	EY468187
Local authority	Reading
Inspection number	10065548
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 February 2016

The childminder registered in 2013 and lives in Reading. She works each weekday for most of the year. The childminder is in receipt of funding for the provision of free early education to children aged two, three and four years. She holds an appropriate qualification at level 3.

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