

Childminder report

Inspection date	14 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 particularly well organised, which helps her to be quick to support, guide and share key information with parents and others. For example, her mobile phone includes a folder which contains applications with contacts and guidance for child protection, online safety and a comprehensive range of first aid. Her emergency response times are greatly reduced.
- Accurate self-evaluation identifies how the childminder can improve her provision further. For instance, the childminder and her co-childminders moderate each other's practice. They also check that their assistant fully understands his role and responsibilities.
- The childminder monitors children's achievements very closely to help her build on their strengths and address any gaps or delays in their development. She knows when children's behaviour is not as expected and works in close partnership with parents to help children manage change, feel self-assured and develop resilience.
- The childminder promotes children's understanding of equality and respect for diversity very effectively within their own and neighbouring communities. For instance, children mix easily with other children from very different backgrounds and cultures at various playgroups, libraries and community events. They make friends, enjoy their similar interests and accept there are different ways of doing things.
- Outcomes for children are very good. They attend activities chosen to advance specific skills, such as their physical strength and control in dance classes or self-expression through music and rhyme.
- Children are learning to take increasing levels of responsibility for their actions, but on occasions they do not have access to the tools to help them sort, tidy or wipe clean resources after use.
- The childminder is relatively new to teaching and recognises that she needs to build on her confidence, knowledge and skills through further professional development.

What the setting needs to do to improve further

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

- extend ways for children to help tidy up after themselves and take further responsibility for their environment
- focus plans for professional development more precisely on raising the quality of teaching to the highest levels.

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 childminder and her co-childminder work as a close team and provide a seamless service for parents. For example, they both share their observations of children's achievements and progress with parents through their secure online information platform. This supports high levels of continuity in children's care and learning across the week, during holiday periods and through accessible policies and procedures. The childminder arranges training days for her wider professional network from her home to help raise the quality of their practice. She also visits professional exhibitions and events that inform and inspire her practice. The childminder uses outside consultants to check her practice in safeguarding and welfare. She knows how to protect children wherever she is in the community. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder knows children very well and quickly engages them in activities that both capture their enthusiasm for discovery and carefully target next stages in their learning. For example, with gale force winds blowing outside, children learn to build sandcastles in the kitchen. Fully engrossed in filling and patting, hiding different treasure and working as a team, they persist with activities and soon master new skills and concepts. The childminder uses every opportunity to challenge children's thinking and model language to support mathematics. Young children quickly use phrases such as 'a little bit' and 'it's not full yet'. They answer more complex types of questions, such as 'Who's got the big shovel?' and 'How many bits of treasure have you got?' Children begin to talk about shapes and colours as they bury and find green cubes and yellow crayons.

Personal development, behaviour and welfare are good

The childminder makes excellent use of children's imaginative play to gently reinforce her high expectations for their health and well-being. For example, two-year-olds wonder if their baby dolls need a dummy each time they tuck them up to sleep. The childminder very subtly but consistently suggests that dummies are stored safely on waking. Children develop clear speech, which they use confidently to express their needs and ideas. When the baby doll's nose needs a wipe, children think through what to do with the 'dirty' tissue. They enjoy the responsibility of putting old tissues in the kitchen bin and then locking it to stop the babies touching the germs and getting ill. Children are learning to assess everyday risks in their environment and understand why they wash their hands before peeling their own mandarin.

Outcomes for children are good

All children make very good rates of progress and are ready for the next stage in their learning and school. Toddlers are good at sharing and pointing out that it is 'your turn'. Children command a broad range of vocabulary. For instance, when playing with toy sea creatures they instantly and accurately name them as a turtle, starfish and octopus, and quickly copy the names of jellyfish and rayfish. Children are intrigued by the natural world and keen to explore further. They enjoy outings to places such as rainforests, country parks and castles.

Setting details

Unique reference number	EY540095
Local authority	West Berkshire
Inspection number	10089470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Burghfield, Reading. She works with a co-childminder whose husband is registered as their assistant to provide additional occasional care. The co-childminders are registered to work in each other's homes and balance individual care with wider group activities. The childminder operates from 8am to 5.30pm each weekday throughout the year. She holds an appropriate qualification at level 2.

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