

# Childminder report

<b>Inspection date</b>	8 April 2019
Previous inspection date	6 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not met (with enforcement)	
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 provides good-quality teaching and supports children's learning effectively. For example, she teaches young children new words as they play. The childminder monitors children's progress carefully and uses information from her observations and assessments effectively to identify what children need to learn next. Children make good progress in their learning and development.
- Children learn about the importance of healthy lifestyles. For example, the childminder talks to them about how eating healthy food is good for them. In addition, she offers them healthy food options. Children enjoy plenty of time outdoors, including playing in the garden and visits to parks.
- The childminder forms positive partnerships with parents. She shares good-quality information with parents, including a daily written diary for younger children and regular details about their learning and progress. This helps to provide continuity and a consistent approach between home and the setting.
- Children settle well in the childminder's warm care. They show they feel safe and secure and their behaviour is very good. The childminder praises and encourages children consistently. This helps children to develop their confidence and supports their self-esteem effectively.
- The childminder has improved her practice well since her previous inspection. She has reflected on the areas identified for improvement and taken steps to improve, such as undertaking safeguarding training. In addition, she liaises with other childminders and professionals, along with researching information to help her plan activities for children. The childminder has not deeply reflected on her now good-quality provision and practice, to help her to develop and extend this further.
- Children enjoy a broad range of activities, outings and resources that support their interests and play. Occasionally, the childminder does not provide resources to support children's learning more effectively, such as those more tailored to their age and stage of development.

## What the setting needs to do to improve further

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

- extend the reflection on the quality of the provision and practice, to identify future improvements to maintain the good quality and build on this further
- plan the use of resources more effectively to further support children's learning and development.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of the childminder's teaching, including her interactions with children. The inspector and childminder discussed the quality of an activity and the learning that took place.
- The inspector viewed the areas of the childminder's home used for the care of children.
- The inspector sampled documentation, including a two-way daily diary used with parents, evidence of the childminder's professional development, the daily register of children's attendance, and children's records.

#### Inspector

Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of safeguarding practice, including identifying indicators that children may be at risk of harm. She understands her role and responsibilities to keep children safe in her care, for example by ensuring members of the household undertake the required suitability checks. The childminder supervises children closely and provides clear boundaries and rules, such as when they go out to the park. Partnerships with other settings are good. For example, the childminder obtains information about the topics children are learning at school, which helps her to complement these in her care.

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

The childminder provides good-quality interactions with children to support their learning. For example, she talks to toddlers about what they are doing. She provides words for the items they play with, such as the names of toy food. In addition, the childminder teaches toddlers the names of parts of the body, such as 'eyes', 'nose' and 'toes', when they play with a doll. The childminder teaches children about early mathematics, including using simple counting with them and introducing mathematical language, such as sizes. Toddlers enjoy exploring and using their senses, for example by exploring a 'treasure basket' and paint. They start to learn how to use tools such as paintbrushes with their hands. The childminder regularly reads to children. For example, she points out what is in the pictures to toddlers and talks about what they can see.

### Personal development, behaviour and welfare are good

Children play in a welcoming environment, where they make independent choices about their play. For example, the childminder puts out toddlers' favourite books where they can easily access them. Toddlers develop their early independence, for example, as they are encouraged to feed themselves. The childminder provides independent access to drinks of water for children. This supports children's good health and enables them to help themselves when they need a drink. Children follow consistent hygiene routines, including cleaning their hands before eating. The childminder teaches children about potential dangers from an early age. For example, while toddlers enjoy playing imaginatively with the toy kitchen, she talks to them about the oven being 'hot'.

### Outcomes for children are good

Children develop the skills they need for their future learning. They are motivated to learn and engage in their play and activities with interest. Toddlers begin to develop an understanding of numbers, for example, as they repeat these during their play. They develop their listening skills well and learn to communicate using simple words. Children acquire good social skills and learn about the world around them. For instance, they regularly visit local groups and learn to mix with other children. They learn about their local community, for example by talking about the shopkeepers and their jobs. In addition, children celebrate festivals, including those they take part in at home.

## Setting details

<b>Unique reference number</b>	117015
<b>Local authority</b>	Reading
<b>Inspection number</b>	10099450
<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>	1 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	6 June 2018

The childminder registered in 1998 and lives in West Reading, Berkshire. She operates all year round from 8am to 6pm, Monday to Friday.

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Piccadilly Gate  
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