

Childminder report

Inspection date	13 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are happy, well settled and have a positive sense of belonging. The childminder knows them well and meets their emotional and physical needs effectively.
- Partnerships with parents are effective. The childminder exchanges daily information with them to help promote good continuity of care, teaching and learning.
- The childminder interacts well with children and supports them in their play. This is demonstrated when children use stacking cups, and the childminder encourages them to count and name the different colours of these.
- The childminder uses self-evaluation well to strengthen her practice. For example, she plans to develop her garden to provide children with more resources, including climbing apparatus, to help promote their physical skills.
- Resources are easily accessible and children know what is available to play with. Consequently, they are confident to explore within the setting and choose what they want to do or play with.
- Children make good progress in their development in relation to their starting points. They are confident, enthusiastic and keen to learn.
- On occasion, the childminder does not make full use of observations and assessments to plan highly stimulating activities, to maximise children's progress.
- Sometimes, the childminder does not explain to young children why rules and boundaries exist, to support their early understanding of behavioural expectations to the highest level.

What the setting needs to do to improve further

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

- strengthen observations and assessments of children's development, and use this information more effectively to plan highly stimulating activities, to maximise their progress in all areas of learning
- help children to understand why rules and boundaries exist, and develop their early understanding of behavioural expectations.

Inspection activities

- The inspector undertook a joint observation with the childminder and discussed children's development.
- The inspector reviewed children's development records, a selection of the childminder's policies, children's records and evidence of suitability.
- The inspector took account of the information provided in the childminder's self-evaluation document.
- The inspector viewed the areas of the home used by children.
- 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

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs that might indicate that a child is at risk of harm. She knows exactly what to do in the event of any concerns about the welfare of a child. She regularly observes children's progress and shares this information with parents, so that they feel fully involved in the children's learning. The childminder is committed to her ongoing professional development. She makes good use of online training and networking opportunities with other professionals to help strengthen her skills and improve outcomes for children. For example, she has recently enhanced the way she assesses children's learning and development, to help her to check that all children make good progress from their starting points.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She plays alongside them and uses effective teaching strategies to help them to learn. For example, she uses their interests in cars to help develop their early understanding of shape, space and measure, such as providing them with puzzles with different vehicles. Children confidently name the vehicles and place them in the correct shape on the board. The childminder successfully helps children to understand the wider world in which they live. For example, children care for, harvest and eat vegetables that they grow in the garden, to help them have a better understanding of where their food comes from. Children show good skills at following simple instructions and are eager to participate in activities to develop their independence. For instance, they peel satsumas for their snack and help to tidy toys away after play.

Personal development, behaviour and welfare are good

The childminder places a strong focus on children's welfare and teaches them how to keep themselves safe. For example, she gently reminds them not to climb on furniture as they may fall and harm themselves. The childminder successfully supports children to understand the importance of leading a healthy lifestyle. For example, they have good opportunities to be physically active, benefit from healthy meals and snacks and follow robust hygiene routines. Children show good levels of self-confidence and overall, their behaviour is positive. The childminder supports them in resolving conflicts. For example, when two toddlers have a minor disagreement over the toys, the childminder helps them to share and find a solution.

Outcomes for children are good

Children develop a good range of skills in preparation for their next steps in learning, including pre-school and school. They show a clear motivation to learn and develop well, such as when they take responsibility for small tasks. During self-chosen play, children correctly identify colours, use numbers and compare sizes. They are keen to try out new challenges, including those that they initially find a little difficult.

Setting details

Unique reference number	EY544236
Local authority	Reading
Inspection number	10101338
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Reading. She operates all year round from 8am to 6.30pm, Monday to Friday. The childminder provides funded early education for two- and three-year-old children.

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