

# Childminder report

<b>Inspection date</b>	28 May 2019
Previous inspection date	30 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 provides a warm and nurturing home-from-home environment. Children settle quickly and demonstrate they feel safe and secure in her care.
- The childminder confidently engages with children in their play and promotes their language skills well. She engages in enjoyable, meaningful conversations with them, for example, about their recent holidays and events at home.
- Partnerships with parents are strong. The childminder holds regular discussions about children's achievements at the setting and at home. This information helps her to build on children's learning.
- Children behave well and use good manners. The childminder is a positive role model and speaks calmly and kindly to children. Older children show kindness and respect for younger children. For example, they engage them in activities and readily share their resources.
- The childminder has good relationships with professionals at other settings that children attend. She works with them closely to provide continuity in children's care and learning.
- The childminder regularly evaluates her provision. This helps her to reflect on areas she would like to develop and improves outcomes for children. The childminder seeks feedback from parents and children to help her to identify even further ways of developing her practice.
- Although the childminder's skills and knowledge are good, she does not engage in ongoing and continued professional development opportunities to drive the quality of teaching and learning to the highest level.
- At times, the childminder does not fully extend children's learning and challenge their thinking fully, especially for older children due to go to school.

## What the setting needs to do to improve further

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

- strengthen and reinforce good knowledge and skills even further and identify a precise plan to support ongoing professional development and drive the quality of teaching and learning to the highest level
- make the most of opportunities to fully challenge and extend children's learning to the highest levels, especially for older children due to go to school.

### Inspection activities

- The inspector had a tour of the premises and reviewed the resources with the childminder.
- The inspector observed the childminder and children during their activities and discussed her observations with the childminder.
- The inspector took account of parents' written comments.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a range of documentation, including policies and procedures, risk assessments and children's learning and assessment records.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibility to keep children safe from harm and is clear about the signs, symptoms and indicators of abuse. She has completed training to enable her to understand wider safeguarding areas, such as how children could be at risk of harm from others with extreme views. The childminder regularly monitors children's progress. She quickly identifies any children who will benefit from additional support and works closely with parents to help narrow any gaps in their learning. The childminder has a clear understanding of how to assess and minimise potential hazards at home and during outings. All documents, including policies and procedures, are in place and shared with parents.

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

The childminder uses her regular and concise observations of children to plan activities that follow their interests. Children use a good range of media and materials, and enjoy using their senses to explore. They dig in the soil and hold debates about what they have found, such as whether it is a stone or a piece of clay. Children delight in developing their imaginative skills and build homes for the insects they find. They explore their environment and find a range of natural resources to build ramps for their cars. The childminder teaches children about managing their own risks and keeping themselves and others safe. For example, children use digging tools such as forks safely, and remind their friends to move to the side when they run their trucks over the ramp.

### Personal development, behaviour and welfare are good

Children are happy and settle well into the routines of the day. The childminder works with parents to encourage healthy eating and offers children a variety of healthy snacks, such as fruit and vegetables. Children show an awareness of their own personal well-being. For example, they take off their jumper when they are hot and fetch their sun hats without prompting. The childminder helps children to learn to respect any differences. For example, they learn about the festivals, traditional costumes and cultural foods of their friends. Children enjoy many opportunities for fresh air and exercise. They delight in exploring the local area; they go on visits to the woods and play on equipment at nearby parks.

### Outcomes for children are good

Children show high levels of concentration and make good progress in their development from their starting points. They are beginning to acquire the necessary skills for their future learning and eventual move to nursery or school. Children benefit from attending a number of groups, and their social skills are developing swiftly. They learn to manage their emotions and have developed high self-esteem and positive self-confidence.

## Setting details

<b>Unique reference number</b>	EY350137
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10066574
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	30 September 2015

The childminder registered in 2007 and lives in the village of Hermitage, West Berkshire. She operates all year round from 8am to 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at 3.

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