

Childminder report

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| Inspection date | 3 June 2019 |
| Previous inspection date | 31 July 2015 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Good | 2 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 monitors children's development closely. This helps her to identify and swiftly close any gaps in their learning. She shares this information with parents and other settings that children attend, which contributes towards children making good progress.
- The childminder regularly reflects on her practice to identify improvements. She encourages parents and children to share their views about her provision, such as through verbal feedback and questionnaires. Parents comment very positively about the care that the childminder provides and the progress that their children make.
- The childminder works closely with other professionals to safeguard children and to promote their welfare and education. She has completed training on wider safeguarding areas, such as how children could be at risk of harm from others with extreme views or from enforced medical procedures.
- Children behave well. They show good manners, follow instructions without hesitation and enjoy the time they spend with the childminder.
- Children settle quickly and form strong attachments with the childminder. This supports their emotional well-being highly effectively.
- On occasions, the childminder does not make the most of opportunities to build on children's early reading skills to support literacy development even further.
- The childminder sometimes misses opportunities to challenge younger children's thinking skills, to enhance their learning to the highest levels.

What the setting needs to do to improve further

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

- strengthen opportunities to develop children's early reading skills
- make the most of opportunities to extend children's thinking and learning to the highest levels.

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 has a good understanding of how to protect children and has clear procedures in place if she has any concerns. The childminder is organised and actively implements her wide range of policies and procedures, which helps her to provide a high-quality service. She carries out daily checks and thorough risk assessments of her premises to help promote children's safety. The childminder is proactive in building on her professional development and keeps up to date with new legislation and guidance. For example, she networks with other childminders to share good practice ideas and refreshes her knowledge in a variety of ways to improve her skills and to promote good outcomes for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She observes children at play and makes accurate assessments of their achievements. The childminder provides a wide range of activities that follow children's interests. For example, children explore rice and use a variety of different measuring tools and equipment. The childminder supports children's communication and language skills well. For example, she builds on children's vocabulary with the introduction of new words as she plays alongside them. Children engage well in activities, such as dancing and shaking musical instruments. They are involved and motivated in their play and learning. The childminder teaches children to use a range of tools. For example, younger children learn to use tweezers to move objects, which helps to build on their small-muscle skills in preparation for early writing. The childminder encourages younger children to develop their mathematical skills in daily activities. For example, she counts with children and helps them to learn about shape and size.

Personal development, behaviour and welfare are good

The childminder supports children effectively as they move from home to her provision. She tailors settling-in procedures to the individual needs of each child and their family, which helps children to settle quickly. Children enjoy healthy snacks, are highly active and enjoy playing outdoors. This helps them to develop an understanding of healthy lifestyles. Children help the childminder to grow fruit and vegetables in the garden. This helps children to learn about where food comes from. Children enjoy a variety of outings in the community. They travel on buses, and visit local parks and toddler groups. These experiences help children to learn about their local environment and to understand the world around them.

Outcomes for children are good

Children demonstrate a positive attitude towards learning that helps to prepare them for when they start school. They enjoy their play and actively explore and investigate the environment. Children have good listening skills. For example, they are vigilant to sounds around them, such as the birds singing and planes flying over. Children are developing independence. For example, they help to tidy away toys and resources when they have finished playing with them.

Setting details

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| Unique reference number | EY422245 |
| Local authority | Reading |
| Inspection number | 10065538 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 31 July 2015 |

The childminder registered in 2011 and lives in Reading, Berkshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate home-based childcare qualification.

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