

Childminder report

Inspection date	3 June 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 listen to the childminder and behave very well. They learn how to share and take turns. The childminder is a good role model. She provides children with clear explanations to help them to understand why rules exist.
- The childminder effectively organises the resources to support and encourage very young children to make independent choices.
- Although planning for children's learning is good, the childminder does not use outdoor play activities to maximum effect, to support children who prefer to learn outside.
- Children make good progress in their learning. The childminder monitors children's development successfully. She has a good understanding of how to promote younger children's learning across all areas of development. However, the childminder does not make the most of opportunities to provide the highest levels of challenge to optimise pre-school children's learning.
- The childminder works well with parents and involves them in all aspects of their child's learning and care. She keeps parents well informed of children's progress and provides them with ideas about how they can continue to support their child's learning at home. Parents' feedback is complimentary. They particularly like that children are safe and happy and that the childminder treats children as part of her own family.

What the setting needs to do to improve further

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

- provide greater levels of challenge for pre-school children to optimise their learning and prepare them for the next stages in their development, especially school
- place a sharper focus on recognising opportunities for children's learning outdoors, particularly for those who prefer to learn in an outdoor environment.

Inspection activities

- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also viewed records of children and discussed the childminder's policies.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good knowledge of child protection matters and how to keep children safe. She knows how to identify and report a concern about a child's welfare. The childminder supervises children well and ensures her home is safe. Safeguarding is effective. The childminder effectively reflects on her practice to identify ways to improve her service and to raise outcomes for children. She considers the views of parents and children in this process, to ensure that planned developments benefit all families. The childminder uses effective two-way communication methods to share information with other providers and promote continuity in children's learning. The childminder regularly researches information and engages in training courses to strengthen her teaching skills successfully. For example, she has developed a greater understanding of how schemas help to promote younger children's early development skills.

Quality of teaching, learning and assessment is good

The childminder provides a varied range of activities and experiences that motivates children to explore and learn. She observes children and adapts the environment, resources and her teaching to follow their play interests and to plan for their next steps. The childminder successfully embraces a flexible approach to planning. As a result, children are happily engaged in their play and their interest is sustained. The childminder successfully makes resources that enrich children's learning. For instance, children explored various materials that create different habitats, such as dried oats, cereals and play dough. Younger children giggled with delight as they played with instruments, particularly a mini trumpet that made a loud sound. As a result, children's senses are fully stimulated. The childminder effectively initiates games to support children's understanding of animals, quantity, shape and size.

Personal development, behaviour and welfare are good

The childminder offers home visits and settling-in sessions to support children's transition into the setting. This helps to ensure that children settle quickly into their new environment and form warm and close relationships with the childminder. Children enjoy the childminder's company and frequently invite her to join in with their play; they clearly enjoy her warm interactions. For instance, babies spontaneously cuddle the childminder and squeal with delight as she playfully tickles them. The childminder is very positive in her encouragement of children's speech. She praises them when they try to say words and phrases to help them gain confidence and good self-esteem. The childminder provides a good range of experiences that help children to value and respect people and families and celebrate diversity.

Outcomes for children are good

Children are sociable and initiate interactions with others. They develop firm friendships and play amicably together, sharing resources. Children's physical skills are developing well. For example, they show control over their movements as they carefully explore musical instruments, tools and various sensory materials. The childminder prepares children emotionally and physically for the next stage in their development. These are just some of the many skills that children develop in readiness for future learning.

Setting details

Unique reference number	EY546774
Local authority	West Berkshire
Inspection number	10105583
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 2017. She lives in Burghfield Common, near Reading and operates Monday to Friday from 8am to 6pm, all year round.

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Piccadilly Gate
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