

Childminder report

Inspection date	4 June 2019
Previous inspection date	16 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Children are happy and settled in the childminder's care. They confidently explore the childminder's home and make choices from the good range of resources and toys available. They are keen to play and take part in activities.
- The childminder has a good knowledge and understanding of how children learn and she provides effective teaching. In particular, she provides very good support to extend children's communication and language development.
- The childminder forms very positive relationships with parents. She has established very effective communication with parents and information is exchanged continuously between them. This results in high levels of consistency in meeting children's learning and care needs.
- Children take part in a wide range of interesting activities and outings that engage them in their learning well. Occasionally, the childminder does not allow children time to extend their exploration and follow their own ideas during activities.
- Children learn about their local community and the world they live in. For example, they go on local outings and others further afield, such as to toddler groups, parks, to the farm and on the bus to visit the museum. At times, the childminder does not fully enhance children's awareness about equality, such as positive gender roles.
- The childminder consistently observes children's learning and development. She tracks children's progress very accurately, which helps her quickly identify and address any gaps in their learning. She successfully identifies children's next steps in learning and carefully plans activities that help children achieve these. Children make good progress in their learning and development.

What the setting needs to do to improve further

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

- provide more extended time for children to explore during activities and to follow their own ideas further
- reflect on the messages given to children about equality, to further enhance their awareness of positive role models, such as different genders.

Inspection activities

- The inspector interacted with the children present at the inspection and spoke to the childminder at appropriate times.
- The inspector observed the childminder's interaction with children and their play and activities.
- The inspector and the childminder reviewed the quality of an activity and the impact of teaching on children's learning.
- The inspector viewed the areas of the childminder's home used for the care of children.
- The inspector sampled documentation, including children's records and the childminder's training certificates, and viewed written feedback provided by parents and took their views into account.

Inspector
Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

The childminder reflects on her service well and makes improvements, including addressing the recommendations from her last inspection. For instance, she has created a book with photos of activities and resources to help children make independent choices about what they would like to do. The childminder keeps updated with early years practice, such as through attending childminder forum meetings and training. For example, she has completed training about supporting children's emotional well-being. This has developed her understanding about ways she can support children and families, such as during times of change. Safeguarding is effective. The childminder keeps her knowledge up to date about current safeguarding matters. She has a good understanding of how to recognise and respond to any concerns about a child's welfare. The childminder shares comprehensive ongoing information with parents about children's development and care needs, including next steps in learning and detailed written assessments. This helps parents to continue children's learning at home.

Quality of teaching, learning and assessment is good

The childminder extends children's language skills very effectively. For example, she talks to young children about what they are doing, names objects and repeats words. In addition, she reads books and sings songs and rhymes, particularly those with repetitive words and phrases. During activities, the childminder successfully weaves in teaching that covers all areas of learning. For instance, when children watered plants, she talked about the different sizes of watering cans and the 'fast' and 'slow' flow of water from the hosepipe. This promoted young children's awareness of mathematical language and concepts. The childminder provides exciting activities that effectively engage children in their learning. Children were fascinated when mixing 'gloop' and observed how the cornflour changed when water and then food colouring was added.

Personal development, behaviour and welfare are good

Children enjoy plenty of time outdoors, such as in the garden or visiting the park. They develop their physical strength and coordination, such as using play equipment and tipping and pouring water using containers. Children make independent choices, including from the different fruit the childminder shows to them at snack time. She encourages children to try different textures and widen their tastes through the variety of healthy snacks she offers. The childminder provides children with consistent praise and encouragement, which promotes their confidence effectively. She guides children's behaviour calmly and raises their awareness of how to keep themselves safe. The childminder closely supervises children while allowing them to take appropriate risks and challenges suitable for their age and development.

Outcomes for children are good

Children are motivated to learn. They are curious and inquisitive and concentrate very well during activities that interest them. Children develop positive social skills, such as through visiting toddler groups and interacting with the childminder's grandchildren. Young children develop their language skills and understanding effectively and build on their emerging vocabulary well. Children gain good skills for their future learning.

Setting details

Unique reference number	148450
Local authority	Wokingham
Inspection number	10066974
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 June 2016

The childminder registered in 1992 and lives in Woodley, Berkshire. She offers her service Tuesday to Thursday from 8am to 6pm, for most of the year. The childminder is registered to provide free early education for children age two, three and four years. She holds a childcare qualification at level 3.

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