

Childminder report

Inspection date	26 June 2019
Previous inspection date	21 July 2014

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

- The childminder forms close bonds with children and plans a good variety of activities to ensure they have plenty of fresh air and exercise. Children feel safe and confidently select from a good range of resources to support their learning and development.
- The childminder has successful strategies for engaging parents in their children's learning. She has developed systems so that even extended family members can join in with children's learning and celebrate their achievements.
- The childminder develops her knowledge well. For example, she has enjoyed a wide range of courses that have supported her to gain more insight and ideas for healthy eating and keeping children active.
- The childminder communicates well and asks children interesting questions. However, she does not always give them sufficient time to think about their answers and respond.
- Overall, the childminder offers good opportunities for children to develop their early mathematical skills. However, sometimes she does not make the most of naturally occurring opportunities to encourage children to count, recognise shapes and develop their early mathematical language to the highest levels.
- Children are eager to learn and make good progress from their starting points. They develop many independence skills that will support them as they move to the next stages in their learning.

What the setting needs to do to improve further

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

- give children plenty of time to think and respond to questions, to make sure they share their thoughts and develop their communication effectively
- enhance opportunities for children to understand and use the language of mathematics, to further develop their early mathematical skills, such as counting and recognising shapes.

Inspection activities

- The inspector observed the childminder's teaching indoors and outdoors and the impact this had on children's learning.
- The inspector and the childminder evaluated a planned activity together.
- The inspector assessed the childminder's understanding of how to keep children safe.
- The inspector talked to the childminder about how she evaluates her practice.
- The inspector sampled paperwork, including evidence of training, suitability, children's records, risk assessments and policies.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has strong safeguarding knowledge and knows how to keep children protected from harm. She completes online courses and receives local authority updates. These help her to keep her knowledge of safeguarding and learning and development requirements up to date. The childminder completes observations and assessments regularly, which she uses to plan for children's future learning. The childminder uses self-evaluation effectively. She identifies areas to develop, such as a growing area outdoors and project folders to explore children's interests.

Quality of teaching, learning and assessment is good

Children have plenty of opportunities to develop their creativity. For example, they enjoy craft projects and dancing to guitar music at local playgroups. Children develop their coordination and engage in exercise that raises their heart rates. For instance, they run in races at the local hall and climb on equipment at the park. The childminder teaches children that print carries meaning. She points to pictures and letters to encourage discussion and develop children's vocabulary. Children have lots of opportunities to explore technology. This is demonstrated when they use a toy vacuum cleaner and play with other role-play items during imaginative play.

Personal development, behaviour and welfare are good

The childminder gives clear boundaries for behaviour and children respond to these well. She reminds children how to stay safe and healthy, such as not jumping on furniture and washing hands before meals. The childminder diligently discusses children's health-care needs with parents, such as allergies and toilet-training needs. Children are supported to develop friendships with one another at the setting and at community activities they attend. They learn about people from different cultures and festivals from other countries. For example, they taste new foods for Chinese New Year and make patterns with rice at Diwali. Children love to bake with the childminder. This helps to develop their physical skills and understanding about which foods are healthy.

Outcomes for children are good

Children gain good independence skills, such as dressing and making choices about their play. They receive a lot of affection and develop high levels of self-esteem. Children read regularly with the childminder and demonstrate a love for books. They have lots of opportunities to practise their listening skills. Children love to explore their natural environment for bugs and have lots of messy-play opportunities. They delight in pushing diggers outdoors and have a lot of fun with the childminder and their friends.

Setting details

Unique reference number	EY344571
Local authority	Reading
Inspection number	10106121
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	5
Number of children on roll	2
Date of previous inspection	21 July 2014

The childminder registered in 2006. She lives in Emmer Green in Reading. She offers care from 8am to 5pm, Monday to Thursday, throughout the year.

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