

Childminder report

Inspection date	28 August 2019
Previous inspection date	17 November 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Parents are continually updated with information about the children's ongoing care and the progress they make. The childminder builds exceptional relationships with parents, who praise the quality of her service. She works hard to build very strong bonds with families, by hosting regular social gatherings to include all parents. Children develop a keen sense of belonging as a result.
- Secure attachments are highly evident, and children are very happy and settled. They engage in warm, affectionate discussions with the childminder and her assistants and enjoy singing songs and laughing together. Children who speak English as an additional language receive exceptional support as the childminder and her assistants speak to them in their home language if they need extra reassurance.
- Children's communication and language skills are promoted extremely well. The childminder and her assistants constantly look for ways to encourage children to engage in conversations, introduce new vocabulary and develop narrative skills. For example, children were encouraged to choose an object from a treasure box, describe it and make up stories about their chosen object.
- The childminder has worked tirelessly to create a wonderfully rich and inviting learning environment, both inside and out. The meticulously planned activities she offers allow children to explore and experience the natural world, to be independent in their learning choices and to be consistently highly engaged in playing and learning. For example, very young children carefully painted bark from trees and older children worked together to stack wooden blocks onto a wagon which they carefully transported across the outside space.
- The childminder uses highly effective ways to monitor the quality of care and teaching her assistants provide. She observes her assistants' practice on a daily basis, evaluating and regularly reviewing their performance.

What the setting needs to do to improve further

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

- provide further professional development opportunities for the assistants, to help maintain the quality of teaching at the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and her assistants and spoke to children.
- The inspector took account of the views of parents by reading their written comments and testimonials.
- The inspector looked at relevant documentation, including children's records, policies, procedures and evidence of qualifications.

Inspector
Jen Staunton

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder and her assistants stay up to date with changes in child protection legislation. They have an excellent understanding of the process to follow if they have concerns about children's welfare. The childminder and her assistants are passionate about deepening their professional knowledge and providing the best outcomes for all children. For example, innovative training on how to support children's mathematical development has helped to build on their excellent practice. Through her effective monitoring, the childminder has identified how she can improve her assistants' quality of teaching even further to maintain the highest levels of teaching across all staff.

Quality of teaching, learning and assessment is outstanding

The childminder and her assistants provide children with rich educational experiences across all areas of the curriculum and enthusiastically involve themselves in children's play. For example, they excitedly engaged in role play as they pretended to be pirates digging for treasure, encouraging children to narrate the story and create new characters. The childminder is extremely skilful in extending children's learning and instinctively knows how to take things one step further. For example, when children were exploring and playing with shaving foam, she introduced new descriptive vocabulary. She then started writing the initial letter of each of their names in the foam, asking them to identify each letter and work out who it belonged to. The childminder implements detailed systems to observe and assess children's ongoing attainments, including regular progress checks.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. The childminder and her assistants take every opportunity to encourage children to be thoughtful and caring towards each other. Older children willingly help to tidy up, share resources and help one another during activities. Children are developing an excellent understanding of the benefits of a healthy diet. The childminder plans menus exceedingly well and provides a broad range of home-cooked meals for children to choose from. She promotes children's independence and confidence very well through a range of opportunities. For example, children cut their own fruit at snack time, take turns to take the drinks trolley outside, and put their own shoes on when they go outside to play. Children have regular visits in their local community, including to the library, forest school and local parks.

Outcomes for children are outstanding

All children consistently make excellent progress in readiness for school. Any children who have lower than expected starting points make particularly rapid and sustained progress. They demonstrate excellent concentration and are highly motivated by the exciting activities on offer. Young children are beginning to show great levels of independence in their self-care skills. They learn to wash their hands and feed themselves. Older children hang up their coats on their individual pegs. These skills help children prepare extremely well for their next stage of learning, including the eventual move on to school.

Setting details

Unique reference number	EY358682
Local authority	Reading
Inspection number	10108659
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	9
Number of children on roll	10
Date of previous inspection	17 November 2014

The childminder registered in 2007. She lives with her husband and their child, in Reading, Berkshire. The childminder operates from a separate purpose-built annex, which has an enclosed outside space. She employs two assistants. The childminder operates from Monday to Friday, for 48 weeks a year.

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Piccadilly Gate
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