

Childminder report

Inspection date: 17 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The experienced childminder is enthusiastic and passionate about her role, and children flourish in her care. Children demonstrate that they feel safe and secure. For instance, children enjoy reassuring cuddles with the childminder, and squeal with delight as they play with balloons with her. The childminder has high expectations for children to do well in her care. Interesting activities introduce children to new ways to learn. Children learn about the names of fruits and vegetables through re-enacting stories in a puppet show. They learn about the names of colours, patterns and positional language using spinning torches to create a light show.

Children are very happy, and their behaviour is exemplary. They are respectful of their environment and willingly tidy toys away as they finish playing. Children are confident to lead their own learning and know the childminder will respond positively when asked to be a part of their play. For example, children take role-play props to the childminder, certain in the knowledge she will play with them. Children show high levels of determination and a can-do attitude to their own learning. For example, children persist with stacking hoops in the correct order until they have achieved the correct sequence.

What does the early years setting do well and what does it need to do better?

- Children have many opportunities to practise and extend their physical abilities. For example, the childminder helps them to learn ballet and yoga. This develops their coordination skills and helps to promote their self-esteem.
- The childminder is skilled at speaking and listening to children during play. She provides a narrative for young children and encourages them to repeat simple words such as 'duck' and 'egg'. She skilfully uses questions to encourage children to use their thinking skills.
- Children are extremely well supported to become self-assured learners. They delight in demonstrating their skills and abilities and relish the high levels of encouragement and praise they receive from the childminder.
- The childminder works in close partnership with parents. Parents praise the childminder for the wide range of activities their children participate in and the progress they are making.
- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. She interacts effectively with all children and demonstrates an awareness of the importance of relationships with both parents and other settings children attend. However, the childminder does not always make the most of times when she can share information with other settings children attend, in order to fully support the next stage in their learning.

- Children learn and develop across the areas of learning through well-thought-out activities. The childminder regularly checks what children know, understand and can do. She uses this information to decide what children need to learn next.
- Children are given numerous opportunities to extend their understanding of the local community. They visit places of interest through regular outings with the childminder.
- The childminder maintains her professional development. She makes good use of online training opportunities to keep her knowledge up to date and to gain ideas for activities.
- The childminder supports children's early mathematical development skilfully. For example, she uses positional language as children bounce balloons 'behind' and 'above' her and encourages them to count blueberries during snack time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the possible signs and symptoms of abuse. Procedures for referring concerns about a child's welfare are well embedded. The childminder has good knowledge of wider safeguarding concerns, including risks associated with children and families being drawn into extreme behaviours. The childminder completes ongoing risk assessments of her home, garden and while on outings to minimise possible risks to children.

What does the setting need to do to improve?

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

- extend opportunities to share information about children's progress with other settings they attend, to ensure more consistent learning for all children.

Setting details

Unique reference number	116939
Local authority	Reading
Inspection number	10108428
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	3
Number of children on roll	1
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 1993 and lives in Caversham Heights, Reading. The childminder operates from 8am to 5pm Monday to Wednesday. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jen Staunton

Inspection activities

- Documentation and evidence of the suitability of persons living in the household were reviewed.
- Discussions took place with the childminder and children throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching activities and assessed the impact this had on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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