

Childminder report

Inspection date	29 January 2019
Previous inspection date	7 January 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

- The childminder provides effective teaching. She has a strong understanding of how children learn and supports their learning skilfully, including through very well-timed interactions. For example, when reading a book, the childminder pauses at appropriate times to allow children to think and respond. This enables children to talk about the book, ask questions and join in with the words.
- Children are happy and very settled in the childminder's care. They form strong relationships with the childminder, who is warm, kind and caring.
- Children engage very well in their play and activities. They make independent choices about what to do and play with. They confidently ask the childminder for different activities and for her help when they need some support. Children make good progress and some make even better progress.
- Children's behaviour is good. The childminder responds very sensitively when managing their behaviour. For instance, she fairly and gently reminds children about sharing and taking turns, while maintaining the expectations and boundaries for behaviour. Children receive plenty of positive praise and encouragement to support their self-esteem and confidence.
- The childminder makes effective use of the local area to support children's learning experiences, including outings to historic houses and gardens, museums and playgroups. The childminder uses these outings very well to extend children's learning. For example, they used technology to find out what a walnut tree looks like. This helped them to identify and find the tree in the gardens.
- The childminder does not teach children consistently about healthy lifestyles, to help extend their understanding of how to take care of their bodies.
- The childminder has positive partnerships with parents. She shares a good range of information with them, including providing a daily diary of children's play and activities, and a written documented learning journal. However, at times, the childminder does not share enough detail about children's next steps in development, to provide further ideas to help parents continue their child's learning at home.

What the setting needs to do to improve further

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

- enhance children's further understanding of the importance of healthy lifestyles, to help them learn more about how to take care of their bodies
- provide more precise information to parents about their child's next steps in learning, to help continue children's learning at home.

Inspection activities

- The inspector took account of past and current parents' views from written feedback provided by them.
- The inspector observed the childminder's quality of teaching and children's play and activities.
- The inspector spoke to the childminder and interacted with the children during the inspection.
- The inspector sampled a range of documents, including evidence of suitability, children's records and the childminder's training certificates.
- The inspector viewed the areas of the childminder's home used for the care of children.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

The childminder takes account of parents' and children's feedback to help develop her provision further. She keeps updated with early years practice, such as through training and researching information. For example, she has researched information to support children's individual learning and development needs. This helped the childminder to tailor support for individual children and further their progress. Safeguarding is effective. The childminder has a confident knowledge of child protection and wider safeguarding issues. She knows how to recognise and respond to concerns about children's welfare. The childminder regularly reviews safety in her home and takes effective precautions to minimise risks to children, including using safety equipment. This helps to keep children safe.

Quality of teaching, learning and assessment is good

The childminder monitors children's learning carefully. She completes regular observations and assessments and tracks their progress consistently. This helps her to recognise when children need further support or challenge in their learning, for example the more able children. The childminder uses children's interests very well to help encourage their curiosity and engagement in learning. For example, she followed children's interest in snow and extended this by freezing water. Children broke the ice and used tongs to pick up the pieces, helping to support their coordination. They solved problems, including using a sieve to remove the very small pieces left in the water. The childminder also introduced safety messages, including raising children's awareness that very cold water remained under the ice. This helped develop children's understanding of staying safe.

Personal development, behaviour and welfare are good

Children are well occupied and are cared for in a homely environment. The childminder provides a sensitive approach to settling new children in her care. She is very supportive and listens carefully to parents. This helps the childminder to understand and meet children's individual needs successfully. Children learn about the world they live in and respecting others, for instance through meeting people different to themselves in the community, and celebrating festivals and religious events. Children are physically active indoors and outdoors, helping to develop their muscles. For example, children ride and push wheeled toys indoors, and visit soft-play facilities and parks.

Outcomes for children are good

Children are very motivated to learn. They are enthusiastic learners who gain skills ready for the next stage of learning, including moving on to nursery or school. Children develop their independence well, such as learning to manage visits to the toilet. They develop effective communication and language skills. For example, children enjoy having discussions with each other and the childminder at lunchtime. Children learn to hold crayons and pencils to help develop their early writing skills. They successfully make marks and develop control over small tools, such as glue sticks. Children develop their mathematical skills effectively, including learning to count objects, using numbers in the correct order.

Setting details

Unique reference number	148386
Local authority	Wokingham
Inspection number	10066973
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 January 2016

The childminder registered in 1992 and lives in Lower Earley, Berkshire. She operates Monday to Thursday, from 8am to 5.30pm, all year round. The childminder holds qualified teacher status and a degree in education. She is eligible to receive funding to provide free early education for children aged two, three and four years.

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