

Childminder report

Inspection date	26 November 2018
Previous inspection date	3 November 2015

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 meets children's emotional and physical needs effectively. Children are happy, well settled and have a positive sense of belonging. They form strong attachments to the childminder, who knows them well.
- Children have good opportunities to develop an understanding of technology. For example, they operate simple mechanical vehicles and know that they must press the driver down to make it move unaided.
- The childminder maintains her professional development. She makes good use of networking opportunities and completes online training to help keep her knowledge up to date and gain ideas for activities.
- Children make good progress in their learning and gain the key skills that they need for their future learning and eventual route to school. For example, they develop a love of books and enjoy interacting with the childminder to share favourite books and stories.
- At times, the childminder does not help children to sustain their concentration during activities and benefit from uninterrupted play.
- The childminder does not gather enough information about children's prior learning from parents to enable her to establish what they know and can already do from the outset.

What the setting needs to do to improve further

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

- enhance the opportunities to support children more effectively to sustain their concentration during activities
- gather more information about children's prior achievements and abilities from parents when children first start to help plan for their learning from the outset.

Inspection activities

- The inspector observed the children and the childminder at play and discussed the activities with the childminder.
- The inspector viewed the areas of the home used by children.
- The inspector completed a joint evaluation of an activity with the childminding.
- The inspector checked documents, including evidence of public liability insurance and paediatric first aid training.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The childminder successfully evaluates her provision. She seeks the views of those who use her service to help improve, so that she can further promote the outcomes for children. She works well with parents and uses effective communication methods to share information about children, to promote continuity and quality in children's learning. The arrangements for safeguarding are effective. The childminder undertakes relevant safeguarding training. She is confident about the action to take if she has any concerns about the safety or welfare of a child in her care. Careful monitoring of children's progress ensures that the childminder quickly identifies any gaps, delays, or strengths in children's learning and uses this to plan appropriate activities to support their next steps.

Quality of teaching, learning and assessment is good

The childminder interacts well with children to help support their learning and development. She fosters their communication skills well. For example, she provides a commentary and repeats words, to help extend children's growing vocabulary. She makes good use of children's interests to help develop their understanding of the wider world. For instance, she uses children's interests in books to teach them about the planets and explain that humans live on planet Earth. She extends the play further by encouraging children to count how many planets and talk about the different sizes. Young children count to eight with help and recognise that some planets are bigger than others.

Personal development, behaviour and welfare are good

Children enjoy lots of individual attention. They interact well with the childminder and respond well to her positive interactions. For example, they laugh and giggle with joy as she tickles them and gives them lots of cuddles. She encourages children to be independent. For instance, young children help to tidy up and collect their coats and shoes ready to go outdoors. The childminder places a strong focus on children's safety. Children learn to behave safely, such as an awareness of how to cross the road and keeping safe near water when feeding ducks at the local park. Children's behaviour is good. They have high levels of self-confidence and a good understanding of what is right and wrong.

Outcomes for children are good

Children make good progress from their starting points. They show high levels of determination to solve problems, such as when they complete puzzles they persevere and move the shapes around until they fit. When they achieve this, they clap their hands with joy to celebrate their own achievements.

Setting details

Unique reference number	148471
Local authority	Wokingham
Inspection number	10066968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 November 2015

The childminder registered in 1998 and lives in Earley, near Reading, Berkshire. The childminder's provision operates from Monday to Friday, between 7.30am and 6.30pm, for most of the year.

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